COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-08

As Required by Title II of the Higher Education Act

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Vision Statement
Ensuring high quality educators for California's diverse students, schools and communities.

Mission Statement
The mission of the Commission on Teacher Credentialing is to ensure integrity and high quality in the preparation, conduct and professional growth of the educators who serve California's public schools. Its work shall reflect both statutory mandates that govern the Commission and research on professional practices.

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008

Introduction

This agenda item presents the *Annual Report Card on California Teacher Preparation Programs for the Academic Year 2007-2008* as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the ninth annual report of its kind and includes the pass-rate data for all examinations used for teacher credentialing purposes in California.

Background

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting different aspects of higher education. The intent of Congress was that the programs and requirements of Title II of the Act would provide incentives for improving teacher preparation systems and greater accountability for ensuring teacher quality. One of the major provisions in Title II mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing.

Title II included new reporting requirements for (1) the sponsors of all teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDE). Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the USDE that measures the success of teacher preparation programs and describes efforts to improve teacher quality. These report cards are also intended to inform the public of the status of teacher preparation programs. Federal law requires institutions to make the data contained in their annual reports available to the public and to prospective program applicants.

Institutional Report Cards for 2007-2008

Using the secure, web-based data transmission system developed by the Commission, all 92 of California's postsecondary institutions and school districts that have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional report card data to the Commission on or before April 7, 2009, in compliance with federal reporting deadlines set forth in Title II.

Consistent with California's state plan and the USDE's *Reference and Reporting Guide*, institutional report cards submitted by California's program sponsors included the following information:

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;

- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, and the numbers of program completers during the 2007-2008 reporting period;
- For their 2007-2008 program completers, the pass rate data on examinations used for credentialing purposes in California: specifically, the California Basic Educational Skills Test (CBEST), the Reading Instruction Competence Assessment (RICA), and subject matter examinations for multiple subjects, agriculture, art, biological science, business, chemistry, English, geoscience, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science; and
- Updated pass-rate data on examinations taken by the 2004-2005 program completer cohort. Consistent with Title II regulations, this is the fifth reporting cycle that teacher preparation programs were required to supply 3-year updated pass rate information. The intent of this provision of Title II is to capture pass-rate data for any program completer who, at the time of the original reporting period, had not passed one or more of the required examinations, but has since done so. This aspect of the report will continue annually.

The State Report

In compliance with the Commission's approved State Plan for Federally-Mandated Reports and the USDE's *Reference and Reporting Guide*, the state report includes:

- A description of state teacher certification or licensure assessments and other requirements;
- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments, and (b) state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and licensure for those who completed teacher preparation programs in 2007-2008. Quartile rankings of institutions are no longer required as a result of the passage of the Higher Education Opportunity Act which was reauthorized in August 2008 and, therefore, are not included in this report. This report includes pass-rate information for alternative routes to certification reported separately from pass rate information for traditional routes, as mandated by Title II guidelines.
- A description of the criteria for assessing the performance of teacher preparation programs within the state;
- A description of state efforts to improve teacher quality; and
- Updated pass-rate data on examinations taken by the 2004-2005 cohort and reported in the Commission's Annual Report Card on California Teacher Preparation Programs Required by Title II, submitted in October 2006. Title II regulations require that the Commission re-rank, teacher preparation programs in the state using 3-year updated data.

The *2007-2008 Annual Report Card on California Teacher Preparation Programs* is included in Attachment A. Due to its size, the section of the report that includes the *Institutional Reports for*

Academic Year 2007-2008 (Appendix B) is not included in the printed version of this agenda item. It is available for viewing on the electronic version found at the Commission's website http://www.ctc.ca.gov/commission/agendas/2009-10/2009-10-2A-Appendix-B.pdf

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the U.S. Department of Education will be completed via the web-based Title II Data Collection System by October 7, 2009. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the state report in its entirety will be available via a hyperlink from the federal website to the Commission website.

Reauthorization of the Higher Education Opportunity Act and Title II Requirements

The Higher Education Opportunity Act (HEOA) legislation was reauthorized in August 2008 and while some of the changes have been implemented with this reporting cycle, such as the elimination of the quartile rankings as well as the elimination of the requirement to report on waivers, full reporting through the new system will not be in place until the 2011 year for both states and program sponsors. Some of the new requirements include scaled scores for pass rates, two reports – regular and alternative route – from program sponsors, and no reporting in college catalogs. CTC staff is working with the testing contractors and USDOE to implement the new requirements.

The U.S. Department of Education (USDOE) held public meetings in September-October 2008. New data collection forms were drafted in December 2008 and feedback was gathered from states and preparation program sponsors in January-February 2009. Final versions of the forms were submitted to Office of Management and Budget (OMB) in March 2009 and forms were finalized in September 2009. CTC staff is planning to do technical assistance meetings and webinars to train program sponsors for the new reporting system.

Staff Recommendation

Staff recommends that the Commission approve the *2007-2008 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the USDE on or before October 7, 2009.

Attachment A

Annual Report Card
on
California Teacher Preparation Programs
For
Academic Year 2007-2008

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Introduction

In October 1998, Congress passed and President Clinton signed the Higher Education Reauthorization Act, which contained many provisions affecting different aspects of higher education. Title II of the Act included federal grant programs that advanced efforts to improve recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the United States Department of Education (USDE). Section 207 of Title II requires institutions to submit annual reports to state agencies addressing the quality of their teacher preparation programs. States are required to collect the information contained in these institutional reports and submit annual reports each October to the USDE that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2009 in compliance with the Title II reporting requirements for states.

About the Commission

The Commission on Teacher Credentialing (Commission) is an agency in the Executive Branch of California State Government. Created in 1970 by the Ryan Act, it is the oldest of the autonomous state standards boards in the nation. The agency is responsible for the design, development, and implementation of standards that govern educator preparation for the public schools of California, the licensing and credentialing of professional educators in California, and the enforcement of professional practices of educators in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;

- Proposing policies in credential-related areas;
- Conducting research and program evaluation;
- Monitoring fitness-related conduct and imposing credential discipline; and
- Communicating its efforts and activities to the public

The Commission consists of 19 commissioners: 15 voting members and four ex-officio, non-voting members. The governor appoints 14 voting Commission members and the State Superintendent of Public Instruction or his/her designee serves as the 15th voting member. Four ex-officio members are appointed by the major segments of the California higher education constituency: Association of Independent California Colleges and Universities; Regents of the University of California; California Postsecondary Education Commission; and the Trustees of the California State University. The Commission members appointed by the governor include six classroom teachers, one school administrator, one school board member, one non-administrative services credential holder, one faculty member from an institution of higher education, and four public members. Commission members are typically appointed to four-year terms.

The Commission convenes 8 times a year in open meetings to review policy initiatives, pending legislation, and consider requests and appeals that fall within the statutory purview of the Commission. The Commission's work remains central to the agenda set by the governor and the Legislature to improve student achievement across California.

Table 1: Members of the Commission on Teacher Credentialing

Caleb Cheung, Chair Teacher Representative	Leslie Littman Designee, Superintendent of Public Instruction
Margaret Gaston, Vice Chair Public Representative	Carolyn McInerney School Board Member
Constance Baumgardt Blackburn Teacher Representative	David Pearson Faculty Representative
Josephine Calderon Public Representative	Ting Sun Public Representative
Steve Dean Teacher Representative	vacant, Ex Officio Representative California Postsecondary Education Commission
Irene Oropeza-Enriquez Administrative Services Representative	Shane Martin, Ex Officio Representative Association of Independent California Colleges and Universities
Marlon Evans Public Representative	Tine Sloan, Ex Officio Representative University of California
Charles Gahagan Teacher Representative	Beverly Young, Ex Officio Representative California State University

**Currently, there are three vacancies (2 teacher representatives and 1 non-administrative services representative)*

The California Context

In recent years, education in California has undergone a number of important changes. The challenges of enrollment changes, expanding diversity, legislative action, and pending retirements of many K-12 teachers have prompted California to refine its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers.

During the first half of the 1990s, California's K-12 population soared and with that explosive growth came the need for more highly qualified teachers. During the later half of the decade, student enrollment leveled off, but the rate of teacher retirements increased, creating a continuing demand for prepared educators. Policymakers and educators sought to address California's significant teacher shortage by enacting a number of new programs to encourage individuals from all backgrounds to consider teaching in California's public schools. A number of recruitment programs were funded and unnecessary barriers to teaching were lowered by enacting multiple routes to the teaching profession, including internships and examination routes. State funds had been allocated to support intern programs, and the state has fully funded an induction program for all beginning teachers. In more recent years, state budget issues have overshadowed some reform efforts.

Of equal, if not greater concern to policymakers and educators were issues of quality. Academic content standards for K-12 students that reflect what students should know and be able to do at each grade level in each content area are well established. Statewide K-12 student assessments aligned with these standards are implemented. Alongside reforms in K-12 education came, arguably, the most comprehensive reform in educator preparation in California's history. Subject matter preparation standards for prospective teachers and teacher preparation standards were aligned with what is expected to be taught in the public schools. A learning-to-teach continuum that recognizes the importance and interconnectedness of subject matter preparation, instruction in effective pedagogy, and a system of mentoring and formative assessment, or induction, during the critical first two years of teaching, forms the basis of California's approach to ensuring high quality teacher preparation.

Efforts to reform California's credential system began in 1992 when the Governor and Legislature enacted SB 1422, (Chap. 1245, Stats. 1992) calling for the Commission to complete a comprehensive review of the requirements for earning and renewing teaching credentials. The Commission conducted a systematic study that included the appointment of an advisory panel to examine credential requirements and make recommendations for reform and restructuring.

As a result of the recommendations of the SB 1422 advisory panel, the Commission sponsored omnibus legislation, SB 2042, in 1998 (Chap. 548, Stats. 1998) that called for:

- The implementation of new standards to govern all aspects of teacher development, including subject matter studies, professional preparation, induction, and continuing growth;
- The alignment of all teacher preparation standards with California's K-12 academic content standards for students and the *California Standards for the Teaching Profession;*

- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation; and
- The establishment of multiple routes into teaching that meet the same high standards, including programs that blend pedagogy and subject matter courses into a single program.

Passage of SB 2042 served as the impetus for the extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, standards are aligned with the Academic Content Standards for California Public Schools K-12, the Curriculum Frameworks, and the *California Standards for the Teaching Profession*. This alignment extends to subject-matter exams, creating stronger linkages between the content of the undergraduate subject matter programs and the subject-matter examinations that candidates may take in lieu of those programs.

Aligning every educator credential and certificate program with SB 2042 was a multi-year, multi-stage process during which approved (Ryan) programs were permitted to operate. As every set of credential program standards was revised and adopted (see Table 5), institutions offering those programs were required to submit documents demonstrating how their program satisfied the standards.

Implementation of the No Child Left Behind Act

In the midst of the SB 2042 implementation, Federal Public Law 107-110: No Child Left Behind Act (NCLB) Act was signed into legislation. While most of the highly qualified teacher requirements were consistent with the 2042 focus on subject matter competence and the alignment of teacher preparation standards with student content standards, some Highly Qualified Teachers (HQT) requirements did initiate revisions to some of California's teacher recruitment and preparation programs. The California State Board of Education, the California Department of Education, and the Commission continue to work cooperatively to align State regulations and certification requirements with the requirements of NCLB. Where appropriate for Title II purposes, this report discusses those efforts.

California has worked hard to maintain its progress in improving teacher quality and student achievement despite the worst fiscal situation in recent state history. Some of the educational programs implemented early in the decade have been eliminated or reduced while discussions about finding resources to support other programs continue. The state's economy has continued to struggle leaving the state, postsecondary institutions, and local school districts facing significant fiscal constraints while attempting to address the needs of its student population.

The state's policymakers persist in attempting to address these very difficult statewide issues against a backdrop of continued change at the local level. During the 2007-2008 school year, the California Department of Education reports that there were more than 6.3 million children enrolled in California's 9,821 public schools.[1] The California Department of Finance reported

[1] *Fact Book 2008 Handbook of Education Information*, California Department of Education, 2008

that no single racial or ethnic group constitutes a majority of California's population. The composition of the state's population is reflected in its public school enrollments. Indeed, California schools are among the most culturally and linguistically diverse in the nation.

According to the California Department of Education, approximately 48.7 percent of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 28.5 percent are white, 11.7 percent are Asian, Filipino or Pacific Islander, 7.4 percent are African American, and 0.8 percent are Native Americans. Together, these students speak more than 56 different languages and nearly 25 percent or 1.6 million, are English language learners. Nearly 68 percent of English learners are enrolled in the state's elementary grades, kindergarten through sixth. The diversity in languages and learners has created a need for teachers who possess a deep knowledge of the subjects they teach and an ability to adapt instructional strategies to meet student needs. Therefore, California requires all teachers to receive instruction in English language development and specially designed academic instruction in English as part of the initial teacher preparation program.

Enrollment in Teacher Education

California's numerous efforts to prepare a sufficient number of teachers to educate the state's K-12 student population resulted in a significant increase in enrollment in teacher preparation programs. During the first three years of Title II reporting beginning with the academic year 1999-2000, enrollment in teacher preparation programs increased by 47 percent to a total of 77,705 in 2001-02. Since then, however, Title II enrollment data indicates a steady decline which is reflected in Title II reporting.

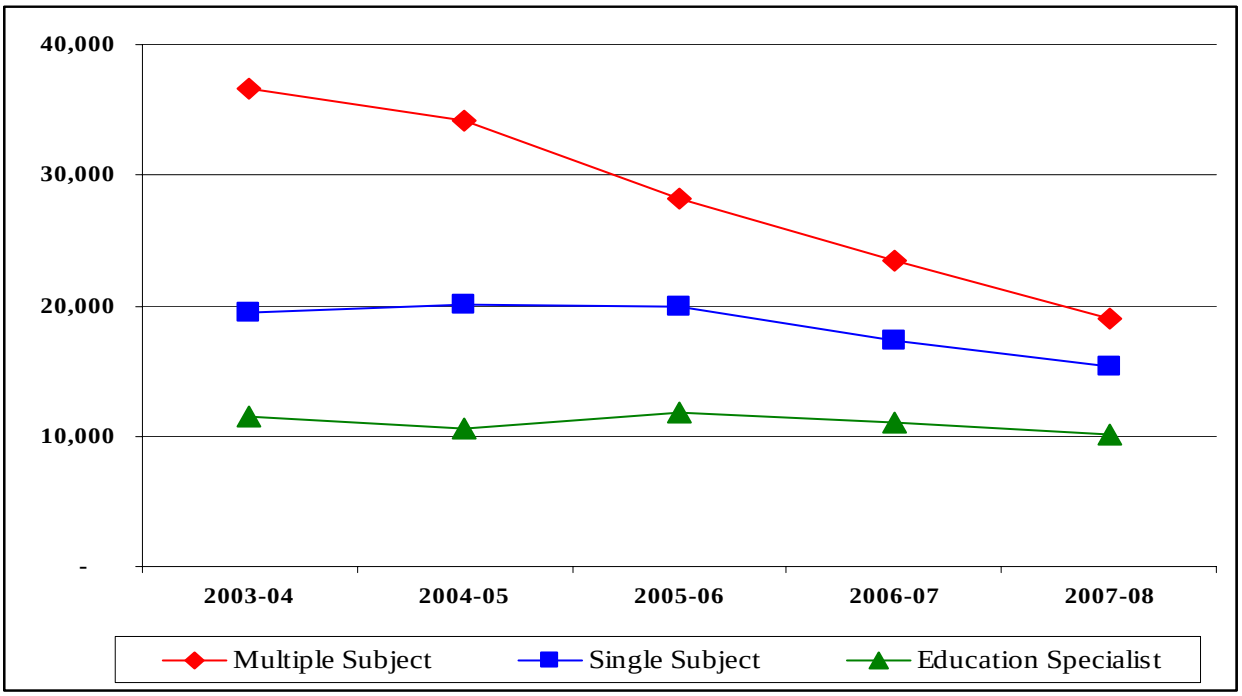
As the table indicates, total enrollment declined by 13.9 percent between 2006-07 and 2007-08 and enrollment declined across all credential types - multiple subject, single subject, and education specialist programs. The greatest decline (-18.6 percent) occurred in multiple subject preparation programs.

Table 2: Teacher Preparation Program Enrollment

	2003 - 2004	**2004 - 2005**	**2005 - 2006**	**2006 - 2007**	**2007 - 2008**	**One year change**
Multiple Subject	36,570	34,176	28,200	23,428	19,071	-18.6%
Single Subject	19,462	20,073	19,910	17,276	15,383	-11.0%
Education Specialist	11,563	10,504	11,852	11,040	10,104	-8.5%
Total	67,595	64,753	59,962	51,744	44,558	-13.9%

This declining trend is also illustrated in Figure 1, which follows.

Figure 1: Teacher Preparation Program Enrollment, 2003-04 to 2007-08



The California Report

In accordance with federal guidelines, this report contains the following information:

- ✓ A description of California's certification structure, requirements, and assessments including:
  - A description of teacher program standards and the alignment of State teacher certification requirements and assessments with California's K-12 academic content standards and frameworks; and
  - A description of the criteria for assessing the performance of teacher preparation programs within the state.

- ✓ A description of state efforts to improve teacher quality.

- ✓ Pass-rate of program sponsors for all assessments used by the state for initial credentialing, including:
  - The California Basic Educational Skills Test (CBEST);
  - The Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist (Level I) candidates; and
  - Subject matter assessments, (i.e., the Multiple Subjects Assessment for Teachers (MSAT); the California Subject Examination for Teachers (CSET): Multiple Subjects; Praxis, Single Subject Assessments for Teaching (SSAT), and CSET in the areas of agriculture, art, biological science, business, chemistry, English, geoscience,

health science, home economics, industrial and technology education, languages other than English (LOTE), mathematics, music, physical education, physics, and social science; Praxis and SSAT in the areas of agriculture, art, business, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, sciences, and social sciences.)

- Third year updated pass rate information for the 2004-2005 cohort.

✓ Copies of institutional report cards that were submitted in April 2009. Institutional reports include the following information:

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2007-2008 reporting period;
- Pass rate data for all assessments used by the state for initial credentialing; and
- Third year updated pass rate information for 2004-2005 cohort.

Teacher Certification in California

In order to be employed in a public school district, teachers must be certified by the Commission. California's credential structure is organized by subject matter and classroom setting. Within this structure, the State has established certification requirements that ensure candidates are prepared for their initial teaching credential and then satisfy additional requirements before advancing to the second level or clear teaching credential.

There are four basic credentials that authorize individuals to teach in public school settings: the Multiple Subject Teaching Credential, the Single Subject Teaching Credential, the Education Specialist Instruction Credential, and the Designated Subjects Teaching Credential. The Commission also issues credentials for other educational service occupations requiring state certification, such as child development teachers and school counselors, psychologists, nurses, librarians, and administrators. The Title II legislation does not require reporting of data related to Designated Subject credentials or the services credentials.

Subject Matter and Classroom Setting

California's teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a Multiple Subject, Single Subject, or Education Specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university. Candidates must also acquire knowledge and demonstrate preparation to teach by completing a Commission-approved teacher preparation program. A formal recommendation to the Commission from the California college, university, or local educational agency where candidates completed the program is made. The State offers multiple routes to teaching certification, including traditional one-year post baccalaureate programs at institutions of higher education, district or university sponsored intern programs, and four-to five-year "blended" programs that allow for the concurrent completion of a baccalaureate degree (including subject matter requirements) and professional preparation. All credential programs, ***no matter the delivery mode,*** are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching experience.

The credential most often held by those teaching in an elementary school classroom is the Multiple Subject Teaching Credential. This credential authorizes individuals to teach a variety of subjects in a self-contained classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

The appropriate credential to teach a specific subject such as mathematics or English in a departmentalized (single subject) classroom at the middle or high school level is the Single Subject Teaching Credential. This credential authorizes public school teaching in a departmentalized classroom in preschool, kindergarten, grades 1 through 12, and classes organized primarily for adults.

A Single Subject Teaching Credential authorizes an individual to teach in one of the specific content areas listed below.

Table 3: Single Subject Credential Content Areas

Credential Content Areas	
Agriculture	Music
Art	Physical Education
Business	Science: Biological Science
English	Science: Biological Science (Specialized)
General Science (Foundational-Level)	Science: Chemistry
Health Science	Science: Chemistry (Specialized)
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)
Mathematics (Foundational-Level)	Social Science

The Education Specialist Instruction Credential authorizes individuals to teach students with disabilities. This credential is separated into six authorizations: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. The Early Childhood Special Education Credential is not included in the Title II report since it is not a credential that authorizes service in K-12 classrooms. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization plus verify subject matter competency.

Requirements for First- and Second-level Certification

Federal reporting guidelines require states to describe their certification structure using a common set of definitions adapted from the National Association of State Directors of Teacher Education Certification (NASDTEC). California's two-tier credential structure for the multiple subject, single subject, or education specialist credentials fits the following definition of the Type A (Level I) and Type B (Level II) certificates.

> **Type A (Level I) certificate** means a certificate issued upon completion of an approved program to an applicant who has met requirements of the issuing state relating to citizenship and moral, ethical, physical, or mental fitness, but has not completed ancillary requirements which must be met before issuance of a Type B certificate.
>
> **Type B (Level II) certificate** means a certificate issued (1) upon completion of an approved program and all ancillary requirements established by the state, OR (2) after completing an alternative program, all post-secondary degree and ancillary requirements established by the state, and successfully completing not less than 27 months of professional employment in the function covered by the certificate.

Using these definitions, California's teaching credentials are classified as follows:

Table 4: First and Second Level Certificates

Type A (Level I)	Type B (Level II)
Preliminary Multiple Subject Credential	Clear Multiple Subject Credential
Preliminary Single Subject Credential	Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Clear Level II Education Specialist Credential

California Type A (Level I) Multiple Subject and Single Subject credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements to earn the Type B (Level II) credential within the five-year period of the preliminary credential. Credentials governed by the Ryan Act and SB 2042 have the same requirements for earning the Level I (preliminary) credentials. However, the ancillary requirements differ for individuals pursuing a credential under the Ryan Act versus those who are pursuing the SB 2042 credential.

For Ryan candidates these requirements are: 1) a 5th year of academic study including 30 semester units and coursework in health education, special education, advanced computer education, and, beginning July 1, 2005, advanced preparation for teaching English Language learners, or 2) for candidates who received their preliminary credential on or after January 1, 1999, completion of a Commission-approved induction program.

For individuals pursuing the SB 2042 credential, options to complete the clear credential are a Commission-approved:

- Induction program offered by a school district, county office, or consortia;
- Teacher Induction Program offered by a college or university; or
- Clear Credential program only when there is no induction program available to the candidate.

Although completion of an induction program is the required route to a clear SB 2042 credential, current law allows candidates who obtained their preliminary credential before August 29, 2004 to satisfy the Level II requirements by completing the equivalent of one academic year of post-baccalaureate coursework, including work that meets the statutory requirements for health, special education, and advanced computer technology, plus either coursework or an examination to demonstrate an advanced preparation for teaching English language learners as required by AB 1059. AB 2210 (Chap. 343, Stats. 2004), signed by the Governor, eliminated the coursework option and deemed induction as the only route to the clear SB 2042 credential for candidates issued their preliminary on or after August 29, 2004. The Commission adopted regulations to implement the provisions of the law.

While both Ryan and 2042 credentials currently provide options for satisfying the Level II ancillary requirements, the Ryan Act initially required a 5th year of academic study and only later allowed induction to satisfy the requirements. SB 2042 was the inverse and required completion of an induction program to satisfy Level II requirements, but later allowed a Clear Credential program to substitute in situations where no induction program was available.

National Board Certification also satisfies Level II requirements for both Ryan and SB 2042 credentials.

California Type A (Level I) Education Specialist Credentials are issued to beginning teachers for a maximum of five years and are not renewable. Holders of these credentials must complete an approved program including an individualized induction plan to satisfy the Level II Education Specialist Credential.

The Clear Multiple or Single Subject Credential and the Clear Level II Education Specialist Credential are issued for a maximum of five years and may be renewed for 5-year periods.

A more comprehensive list of the credential requirements established by the Commission for the multiple subject, single subject, and education specialist credentials is included in Table 5 on the following page.[2] As explained above, this report includes data from some candidates who were subject to the requirements for obtaining a clear multiple or single subject credential under the provisions of the Ryan Act, while others fell under the new SB 2042 requirements. Consequently, the chart includes the requirements for both Ryan and SB 2042.

[2] Detailed information about requirements for the preliminary and clear teaching credential may be found at http://www.ctc.ca.gov/credentials/requirements.html

Table 5: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials

PRELIMINARY		CLEAR	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program;* • Completion of a commission-approved professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational-level course in computer technology in educational settings. *The subject-matter program option is available to those individuals who completed the subject-matter program and enrolled in a multiple subject teacher preparation program prior to July 1, 2004. For individuals enrolled in blended programs, candidates must be continuously enrolled and complete either a Ryan blended program by December 31, 2008 or an SB 2042 blended by June 30, 2009.	**Clear Multiple Subject Teaching Credential**	*<u>Ryan Candidates</u>* All the requirements for the preliminary Multiple Subject Teaching Credential and one of the following options: *Option 1:* ▪ Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-approved program; ▪ Completion of course in health education; ▪ Completion of a course in special education; ▪ Completion of a course in advanced computer technology in educational setting; and ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. *Option 2:* Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option required only for those with preliminary credentials issued on or after 7/1/03). *<u>SB 2042 Candidates</u>*: Have completed requirements for and been awarded the five-year preliminary credential and: *Option 1:* Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners. *Option 2:* Completion of a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners. *<u>Ryan and SB 2042 Candidates</u>* Those certified by the National Board of Professional Teaching Standards in either Early Childhood, or Middle Childhood may be awarded the clear credential.
Preliminary Single Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally-accredited college or university; • Verification of subject matter competence (in the teaching authorization) by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program (for specialized science only, passage of appropriate examination or by verification of completion of subject matter coursework from CTC) ;	**Clear Single Subject Teaching Credential**	*<u>Ryan Candidates</u>* All the requirements for the preliminary Single Subject Teaching Credential and one of the following options: *Option 1:* • Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-approved program;

PRELIMINARY		CLEAR	
	• Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational level course in computer technology in educational settings.		• Successful completion of course in health education; • Successful completion of a course in special education; • Successful completion of a course in advanced computer technology in educational settings; and ▪ Beginning 7/1/05, completion of advanced coursework for teaching English Learners. *Option 2.* Completion of a Commission-approved teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option required only to those with preliminary credentials issued on or after 7/1/03). *<u>SB 2042 Candidates</u>* Have completed requirements for and been awarded the five-year preliminary credential and: *Option 1:* Completion of a Commission-approved teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners. *Option 2:* Completion of a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners. *<u>Ryan and SB 2042 Candidates:</u>* Those who become certified by the National Board of Professional Teaching Standards may be awarded the clear credential in the subject area in which they have received national certification provided it is a subject in which CTC issue credentials.
Preliminary Level I Education Specialist Instruction Internship Credential	• A baccalaureate or higher degree from a regionally-accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission-approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching or internship <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency.	**Clear Level II Education Specialist Instruction Credential**	All the requirements for the Preliminary Level I Education Specialist Instructional Credential *and* ▪ Completion of an individualized induction plan; ▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-approved program through which the individualized induction plan was completed. ▪ National Board Option – those certified by the NB in the area of Exceptional Needs/Early Childhood through Young Adulthood may be awarded the clear

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. Over the past several years, policy changes have been enacted related to the assessment of teacher candidates in California. As such, this section discusses (1) the assessment requirements for the reporting period 2007-2008; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to align with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2007-2008 Reporting Period
The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. Multiple subject, single subject, and education specialist teacher candidates are required to pass a basic skills assessment in order to obtain a preliminary or clear teaching credential. During the reporting period, California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to pass an assessment covering professional knowledge and competency in reading instruction prior to obtaining a preliminary credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments

* Assessment of Basic Skills
* Performance Assessment of Professional Knowledge and Pedagogy
* Assessment of Subject Matter Knowledge

Each is addressed below with passing scores as noted:

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, writing, and mathematics. These skills are usually acquired through academic experience in high school and during the completion of baccalaureate degree requirements. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics. The test is delivered in English and all responses must be in English.

Table 6: Assessment of Basic Skills*

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: • Mathematics • Reading • Writing	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

**As per SB 1209, out-of-state basic skills tests are accepted in lieu of CBEST starting 1/1/07.*
Passing CSET: Writing plus the 3 subtests of CSET: Multiple Subject is also accepted to fulfill the basic skills requirement.

While California Education Code Section 44252 (f) requires candidates to fulfill the basic skills requirement, typically done through passage of the CBEST, prior to admission to a program of professional preparation for diagnostic purposes, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities. Candidates admitted to university or district internship programs are required to pass the CBEST prior to assuming their intern teaching responsibilities (California Education Code Section 44252 (b)). *All* candidates must meet the basic skills requirement before they can be recommended for the initial credential. In 2008, legislation was passed (California Education Code Section 44252 (b) (8)) to allow alternative means of demonstrating basic skills.

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge in the area of teaching reading acquired through a program of professional preparation. All multiple subject and special education programs are required to include instruction in the teaching of reading in their methodology courses. Their candidates must pass the RICA to obtain certification.

Table 7: Performance Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	10-120
Video Performance Assessment	17	6-24

The purpose of the RICA is to ensure that candidates earning the initial Multiple Subject Teaching Credentials or Education Specialist Instruction Credentials (Preliminary Level I or Clear Level II) possess the necessary knowledge and skills to provide effective reading instruction to students. Candidates are required to demonstrate competence in each of the following domains:

- Planning and organizing reading instruction based on ongoing assessment,
- Developing phonological and other linguistic processes related to reading,
- Developing reading comprehension and promoting independent reading, and
- Supporting reading through oral and written language development.

The RICA consists of two assessment options: the RICA Written Examination and the RICA Video Performance Assessment. Candidates are required to pass one of these assessments; candidates choose the format. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers on a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Additionally, each video packet must include the videotaped instruction, a written instructional context form, and a written reflection form. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. The Title II reports require institutions to provide pass rate information on all program completers. An

individual may be a 'program completer' but not yet have passed the RICA examination. California Education Code Section 44283 requires that candidates for an initial Preliminary or Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I Education Specialist Instruction Credentials pass the RICA prior to receiving their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in Early Childhood Special Education (ECSE).

Assessment of Subject Matter Knowledge

Since the Ryan Act of 1970, California has required candidates to demonstrate competency in the content area they will teach. Historically, candidates have had two options to demonstrate subject matter competence; passage of a subject matter examination or completion of an approved subject matter preparation program. Candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 22 specific content areas. Content knowledge is almost always assessed prior to a candidate's entry into a program of professional preparation, and verification of subject matter competency is required prior to the commencement of student teaching.

In response to NCLB highly qualified teacher requirements, the Commission, the State Board of Education, and the Department of Education worked to identify any teacher preparation requirements that were not aligned with federal requirements. Upon review, it was determined that California's multiple subject credential subject matter preparation program option (that waived the examination requirement) was not consistent with NCLB requirements. As a consequence, beginning July 1 2004, every multiple subject credential candidate was required to pass the California Subject Examination Test (CSET) for Multiple Subjects. Multiple subject teachers who had gained certification between July 1, 2001 and July 1, 2004, were also required to pass the CSET in order to continue teaching in California schools.

With passage of the Individuals with Disabilities Education Act (IDEA) of 2004, candidates for the Education Specialist Instruction Credential are required to demonstrate subject matter competency. These candidates have the same options as general education teachers; multiple subject candidates must pass the state examination and single subject candidates must demonstrate subject matter competency through either completion of an approved subject matter program (or its equivalent) or passage of a state examination.

California verifies a single subject candidate's knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. In 2007-08, fifty-three percent of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other single subject candidates satisfied this requirement by completion of a Commission-approved subject matter program.

California utilizes a variety of subject matter assessments to verify academic content knowledge. These assessments are aligned with the specific content areas authorized in the following subject areas:

Table 8: California's Credential Subject Matter Areas

Subject Matter Areas	
Multiple Subjects	Music
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)
English	Science: Chemistry
General Science (Foundational-Level)	Science: Chemistry (Specialized)
Health Science	Science: Geoscience
Home Economics	Science: Geoscience (Specialized)
Industrial and Technology Education	Science: Physics
Languages other than English	Science: Physics (Specialized)
Mathematics	Social Science
Mathematics (Foundational-Level)	

California Subject Examination for Teachers (CSET)

All teacher candidates satisfying subject matter requirements for California certification by examination are now required to take the CSET. Examinations taken in 2007-2008 reflected the subject matter requirements and standards to verify subject matter competence for Multiple Subject, Single Subject Teaching Credentials and Education Specialist Instruction Credentials. Table 9 lists the examinations aligned to the standards that were used in 2007-2008 to assess content knowledge. The table contains an exceptionally large number of examinations because it represents a period of significant transition for California to new examinations that are aligned to subject matter requirements and the K-12 student academic content standards. Most content areas require candidates to take more than one exam.[3]

Table 9: Subject Matter Examinations for Preliminary Credentials, 2007-2008

Subject	**Examination Name**
Multiple Subject Credential and Education Specialist Credential: *A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement*	
Liberal Studies or Elementary Subject Matter [a]	MSAT: Content Knowledge MSAT: Content Area Exercises
	CSET Subtest I: Reading, Language, and Literature; History and Social Science CSET Subtest II: Science; Mathematics CSET Subtest III: Physical Education; Human Development; Visual and Performing Arts CSET Subtest IV: Writing
Single Subject Credentials and Education Specialist Credential: *A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement*	
Agriculture [e]	SSAT Agriculture
	CSET Subtest I: Plant and Soil Science; Ornamental Horticulture CSET Subtest II: Animal Science; Environmental Science and Natural Resource Management CSET Subtest III: Agricultural Business and Economics; Agricultural Systems and Technology

[3] Additional current information about subject matter examinations may be found on the Commission's website at: http://www.ctc.ca.gov/credentials/CAW-exams.html

Subject	Examination Name
Art [d]	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms, and Aesthetics
	CSET Subtest I: Artistic Perception; Historical and Cultural Context of the Visual Arts; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art
Business [e]	SSAT Business
	CSET Subtest I: Business Management; Marketing CSET Subtest II: Accounting and Finance; Economics CSET Subtest III: Information Technology; Business Environment and Communication
English [a]	SSAT Literature and English Language Praxis II English Language, Literature and Composition: Essays
	CSET Subtest I: Literature and Textual Analysis; Composition and Rhetoric CSET Subtest II: Language, Linguistics, and Literacy CSET Subtest III: Composition and Rhetoric; Literature and Textual Analysis CSET Subtest IV: Communications: Speech, Media, and Creative Performance
Health Science [e]	SSAT Health Science
	CSET Subtest I: Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases CSET Subtest II: Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs CSET Subtest III: Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health
Home Economics [e]	SSAT Home Economics
	CSET Subtest I: Personal, Family, and Child Development CSET Subtest II: Nutrition, Foods, and Hospitality CSET Subtest III: Fashion and Textiles; Housing and Interior Design; Consumer Education
Industrial & Technology Education [e]	SSAT Industrial and Technology Education
	CSET Subtest I: Nature of Technology CSET Subtest II: Power and Energy; Information and Communication; Project and Product Development
Languages Other than English	
- American Sign Language (a new subject area: administered for the first time on November 5, 2005)	CSET Subtest I: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: General Linguistics; Linguistics of the Target Language – American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) CSET Subtest III: Linguistics of the Target Language – American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production
- Arabic - Armenian - Farsi - Filipino [f] - Hmong - Khmer	CSET Subtest I: General Linguistics, Linguistics of the Target Language, Literacy and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: Language and Communication: Listening; Comprehension; Language and Communication: Reading; Comprehension; Language and Communication: Written Expression; Language and Communication: Oral Expression

Subject	Examination Name
- French [d]	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic, Literary and Cultural Analysis
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- German [c]	SSAT German
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Japanese [c]	SSAT Japanese
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Korean [c]	SSAT Korean
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Mandarin [c]	SSAT Mandarin
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Punjabi [c]	SSAT Punjabi
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Russian [c]	SSAT Russian
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Spanish [d]	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis

Subject	Examination Name
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
- Vietnamese [c]	SSAT Vietnamese
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, and Oral Expression
Mathematics [a]	SSAT Mathematics Praxis II Mathematics: Proofs, Models, and Problems, Part 1 Praxis II Mathematics: Proofs, Models, and Problems, Part 2
	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics CSET Subtest III: Calculus; History of Mathematics
Foundational-Level Mathematics [b]	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics
Music [d]	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
	CSET Subtest I: Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications CSET Subtest III: Music Methodology and Repertoire
Physical Education [d]	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
	CSET Subtest I: Growth, Motor Development, and Motor Learning; Science of Human Movement CSET Subtest II: Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles CSET Subtest III: Professional Foundations; Integration of Concepts
Science:	
- Biological Science [a]	SSAT General Science SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Biology/Life Science
- Biological Science (Specialized) [b]	SET Subtest III: Biology/Life Science CSET Subtest IV: Biology/Life Science
- Chemistry [a]	SSAT General Science SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays

Subject	Examination Name
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Chemistry
- Chemistry (Specialized) [b]	CSET Subtest III: Chemistry CSET Subtest IV: Chemistry
- Geosciences [a]	SSAT General Science SSAT Geoscience Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Earth and Planetary Science
- Geosciences (Specialized) [b]	CSET Subtest III: Earth and Planetary Science CSET Subtest IV: Earth and Planetary Science
- Physics [a]	SSAT General Science SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Physics
- Physics (Specialized) [b]	CSET Subtest III: Physics CSET Subtest IV: Physics
Social Science [a]	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials
	CSET Subtest I: World History; World Geography CSET Subtest II: U.S. History; U. S. Geography CSET Subtest III: Civics; Economics; California History

[a] For examinations in Multiple Subjects, English, Mathematics, Sciences, and Social Science, only MSAT, Praxis II, and SSAT scores obtained prior to June 30, 2003 and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on January 25, 2003.

[b] The subject areas of Foundational-Level Mathematics and the Specialized Sciences were added in Spring 2003, and the CSET Subtest IV science tests became available in Fall 2003.

[c] For LOTE examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, only SSAT scores from an administration prior to November 6, 2004, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered in November 6, 2004.

[d] For examinations in Art, French, Music, Physical Education, and Spanish, only Praxis II and SSAT scores from an administration prior to November 6, 2004, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on November 6, 2004.

[e] For examinations in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education, only SSAT scores obtained prior to June 30, 2005, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on September 10, 2005.

[f] Languages Other Than English: Filipino was first administered on November 4, 2006. Arabic, Armenian, Farsi, Hmong, Khmer were added in 2007-2008.

Future Assessment Requirements

California State law requires that teacher preparation programs include a performance assessment of each preliminary multiple and single subject credential candidate's teaching ability. The Commission completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (Cal TPA) that program sponsors may choose to embed in their programs. The model includes both formative assessment data as

well as summative assessment data for each credential candidate and pilot testing and field review have been conducted. The assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments or select other Commission approved assessments that meet the same standards as the Cal TPA. Pursuant to SB 1209 (Chap. 517, Stats. 2006), each teacher preparation program is required to embed a teaching performance assessment (TPA) into the preparation program by July 1, 2008 and candidates enrolling then or after in the program will be required to satisfy this.

Alignment of Standards and Assessments

This section of the report provides a brief background of California's recent teacher preparation reform efforts including a description of state standards for programs and teachers. Further, this section describes the alignment between teacher certification requirements and assessments and the standards and performance assessments established for California public school children.

Standards and Criteria for General Education Teacher Certification

After extensive input from California educators, administrators, and policymakers, the Commission adopted four sets of SB 2042 standards.[4] They are as follows:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation*, adopted September 2001.
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*, adopted September 2001, updated March 2007, April 2008, and January 2009.
- *Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation*, adopted October 2001.
- *Standards of Quality and Effectiveness for Teacher Induction Programs*, adopted March 2002, revised and updated June 2008.

Pursuant to SB 1209 (Chap. 527, Stats. 2006), the professional teacher induction program standards were reviewed, revised, and adopted by the Commission in June 2008. The review and revision were focused on areas of redundancy and duplication with the preliminary preparation programs.

Through its accreditation review process (described below), the Commission holds institutions accountable for ensuring that programs meet standards of quality and effectiveness and for ensuring that candidates meet prescribed competence standards.

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations (TPEs) that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These expectations define the levels of pedagogical competence and performance the Commission expects all candidates to attain as a condition of earning an initial teaching credential.[5] The Commission expects institutions and districts preparing prospective teachers to

[4] Information about the Commission's SB 2042 standards may be found at http://www.ctc.ca.gov/educator-prep/program-standards.html.

[5] A detailed description of the standards may be found in the following documents:
Standards of Quality and Effectiveness for Teacher Preparation Programs and *Standards of Quality and Effectiveness for Education Specialist Credential Programs*, California Commission on Teacher Credentialing. Available online at: www.ctc.ca.gov/educator-prep/program-standards.html

verify individual attainment of the performance expectations prior to recommending a candidate for a teaching credential:

The Teaching Performance Expectations (TPEs)

A. Making Subject Matter Comprehensible to Students
   TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
B. Assessing Student Learning
   TPE 2 – Monitoring Student Learning During Instruction
   TPE 3 – Interpretation and Use of Assessments
C. Engaging and Supporting Students in Learning
   TPE 4 – Making Content Accessible
   TPE 5 – Student Engagement
   TPE 6 – Developmentally Appropriate Teaching Practices
   TPE 7 – Teaching English Learners
D. Planning Instruction and Designing Learning Experiences for Students
   TPE 8 – Learning about Students
   TPE 9 – Instructional Planning
E. Creating and Maintaining Effective Environments for Student Learning
   TPE 10 – Instructional Time
   TPE 11 – Social Environment
F. Developing as a Professional Educator
   TPE 12 – Professional, Legal, and Ethical Obligations
   TPE 13 – Professional Growth

Effective July 1, 2008, SB 2042 requires that the performance assessments be embedded in multiple and single subject preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the Commission developed model, the California Teacher Performance Assessment (Cal TPA). The Commission must review and approve each TPA assessment model before it can be used to document candidates' readiness for a credential. To date, three performance assessments have been approved for use by the Commission.

The Cal TPA provides teacher candidates with both formative and summative assessment data. The formative data consists of detailed feedback that assists candidates in documenting the quality of their teaching and focusing on those aspects of teaching in which they need further development and support. The summative data indicates the degree to which candidates have successfully accomplished the performance tasks that comprise the Cal TPA. All candidates need to pass a performance assessment in order to be recommended for a preliminary credential.

The Standards of Quality and Effectiveness for Teacher Preparation Programs include standards related to: program design, governance, and qualities; preparation to teach curriculum to all students in California schools; preparation to teach all students in California schools; and supervised field work. These standards cover critical areas such as classroom management, reading instruction, child development, assessing students in relation to the K-12 academic content standards, intervening to help students meet the K-12 standards, computer skills, students with special needs, and English learners. Credential-specific *Standards of Quality and*

Effectiveness have been adopted for all teaching credentials in California and describe the qualities that must be met by all teacher preparation programs in California.

Teachers of English learners must hold an appropriate authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. Pursuant to AB 1059 (Chap. 711, Stats. 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy the standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements--and an English learner credential authorization--are now embedded in Multiple and Single Subject programs that have received SB 2042 approval from the Commission on Teacher Credentialing. For credential holders who did not complete AB 1059/SB 2042 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, several options are available including the California Teachers of English Learners (CTEL) program or examination.

Standards and Criteria for Special Education Teacher Certification

A standards design team was appointed by the Executive Director of the Commission in 2006 to review the credential requirements and program standards for preparing special education teachers. Draft standards were developed by the Design Team and adopted by the Commission in December 2008. Currently the programs are transitioning to the updated standards. In addition, Teaching Performance Expectations (TPEs) for Special Educators are being reviewed by the field and will return to the Commission for adoption in Fall 2009.

Standards and Criteria for Subject Matter Preparation Programs

The *Standards of Program Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential* include standards related to the substance of subject matter program curriculum, qualities of the subject matter program curriculum, leadership and implementation of the subject matter programs, and content specifications for the subject matter requirement for the multiple subject teaching credential. Completion of this subject matter preparation prepares multiple subject candidates for the CSET: Multiple Subjects examination but does not waive candidates from the requirement to pass the examination.

In June 2002, the Commission adopted new subject matter requirements for mathematics, science, social science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, National Council of Teaching of Foreign Language.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission developed new subject matter requirements and standards in five additional subject areas – agriculture, business,

health science, home economics, industrial and technology education, and LOTE in American Sign Language (ASL). They were approved by the Commission at their January-February 2005 meeting. Since then, LOTE in Filipino was approved in 2006 and LOTE in Arabic, Armenian, Cantonese, Farsi, Hmong, and Khmer were approved in 2007. The CSET content specifications in all of these subject areas have also been aligned with the state student content standards.

Standards for Practicing Teachers

In 1997, the Commission adopted, the State Board of Education endorsed, and the Superintendent of Public Instruction approved the *California Standards for the Teaching Profession* setting forth the standards for professional teaching practice in California. The standards were developed to facilitate the induction of beginning teachers into their professional roles and responsibilities by providing a common language and a vision of the scope and complexity of teaching. The *California Standards for the Teaching Profession* guide teachers as they define and develop their practice.[6]

Under SB 2042, the two-tiered credentialing system includes a two-year induction period as a path to earn the clear credential. Teachers who hold a preliminary credential and are pursuing this path to the clear credential must complete the two-year teacher induction program of support and formative assessment during their first two years of teaching.

In June 2008, the Commission adopted revised *Standards of Quality and Effectiveness for Teacher Induction Programs*. These standards establish the expectations of the Commission and the Superintendent of Public Instruction for new teacher induction. By design, these standards, coupled with standards for subject matter preparation and standards for professional teacher preparation reflect a learning to teach continuum. Only induction programs that meet these standards may recommend candidates for a clear (Type B) teaching credential.

In California, induction programs may be offered by public K-12 school districts, county offices of education, and/or institutions of higher education. Local educational agencies may apply for and receive state funding to support induction programs through the Beginning Teacher Support and Assessment Program (BTSA), a program administered jointly by the Commission and the California Department of Education.

As of August 2009, the Commission had approved 164 BTSA programs as induction programs that are aligned with SB 2042 and the Commission's adopted standards for teacher induction programs. The Commission will consider any new proposals for SB 2042 induction programs as they are submitted.

[6] Additional information about the *California Standards for the Teaching Profession* may be found at the following website: http://www.btsa.ca.gov/ba/pubs/pdf/cstpreport.pdf

Standards and Assessments for Students in Public Schools

The California State Board of Education adopted a set of core academic content standards in a variety of curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, science, visual and performing arts, physical education, health education, and career and technical education. The K-12 academic content standards are the basis for the subject matter frameworks, the adoption of instructional materials, and the standards-aligned tests in California's student performance assessment system.[7]

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the Governor and the Legislature in 1997. The STAR program currently has four components: (1) the California Achievement Test, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill; (2) the California Standards Test (CST) produced for California public schools; (3) California Alternative Performance Assessment (CAPA), a new assessment for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6; and (4) the Standards-Based Tests in Spanish (STS), an achievement test designed to align with California's reading/language arts and mathematics content standards for students whose native language is Spanish.

Beginning in 2003, the California Achievement Test, Sixth Edition Survey (CAT/6) replaced the Stanford 9 (SAT 9) in California. The CAT/6 is a nationally normed multiple-choice achievement test used to compare how California students are doing in relation to students of the same grade level nationwide. Public school students in grades 2 - 11 are tested in reading, language (written expression), mathematics, and spelling. Students in grades 9 - 11 are tested in reading, mathematics, and science.

The California Standards Tests (CST) in English language arts, mathematics, science, and history-social science are comprised of items that were developed specifically to assess students' performance on California's content standards. The State Board of Education adopted the content standards that specify what all California children are expected to know and be able to do. The content standards are grade and content area specific.

Alignment of Teacher Credential Standards with California Student Content Standards

Pursuant to subdivision (a) of California Education Code §60605, SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils. The standards-based credential system is intended to hold programs and candidates accountable for teaching and learning and reflect congruence with California's K-12 academic content standards. Each of the various pathways for earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, post baccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

[7] Additional information about California's academic content standards for students may be found at: www.cde.ca.gov/be/st/ss/

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2007-2008 academic year and information about the performance of those candidates who took any assessments required for initial certification in California. The performance data are based on the institutional report card data submitted by the 90 postsecondary institutions and school districts that were approved by the Commission to offer Multiple Subject, Single Subject, and Education Specialist credential programs in California for the 2007-2008 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 2004-2005 year included as Appendix A.

Statewide Assessments Used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 10 on the next page indicates the specific California examinations used in the reporting of the assessment categories and a description of the State requirements for those examinations.

Important Note: The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test a portion of the professional knowledge acquired through a program of professional preparation. Since passage of this exam is not a requirement for the Single Subject Teaching Credential, the RICA performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Table 10: Description of the Assessments Used

Assessment Categories	Description of the Examination	Who must take the Examination(s)	When passage of the examination(s) is required
Basic Skills	CBEST – the assessment of basic skills in reading, writing, and math	Multiple subject, single subject, and education specialist credential candidates	Before recommendation for the credential
Professional Knowledge/ Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of K-8 reading	Multiple subject and education specialist credential candidates	Before recommendation for the credential
Academic Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for art, English, languages other than English, math, music, social science, and sciences	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions
Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) for multiple subject, agriculture, business, health science, home economics, industrial technology education, and physical education	Any single subject or education specialist credential candidate who chooses the examination option in the specified content areas to fulfill the subject matter requirement for teachers, and, all multiple subject credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program or teacher placement for intern positions

Institutional Pass-Rate Data for Academic Year 2007-2008

For purposes of federal reporting, a distinction is made between candidates who completed programs of teacher preparation and those recommended for credentials. Program completers are defined as candidates who completed all the academic requirements of a Commission-approved teacher preparation program. These requirements do not include any of the following California requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of a basic skills examination before student teaching;
- Completion of subject matter requirement either by passing a subject matter examination or completing an approved program;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- A criminal background check as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential and the Education Specialist Credential.

Pass rate information in Appendix A represents aggregate data for candidates who have completed a teacher preparation program in California and have taken examinations to fulfill any of their credential requirements. Although California considers California's university and district intern programs to be equivalent to traditional programs associated with institutions of higher education, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" programs. Pass rate information for programs and subject areas with less than ten program completers is not included.

Procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Title II Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.*[8] The methodology prescribed in the guide requires pass rate percentages to be reported to the nearest whole percent.

Caution should be exercised when interpreting aggregate pass-rate data for the summary and individual assessment categories. Also, not all "program completers" are required to take all the assessments reported and the assessments are taken in various stages of their preparation.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, and RICA). But if one program completer did not pass all assessments, the

[8] A copy of this guide is available on the following website: www.title2.ed.gov/default.asp

institutional pass rate would be 95%. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%

Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. Institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

Overall summary pass rates for traditional teacher preparation program sponsors for the 2007-2008 academic year are high, from 93 percent to 100 percent. Overall summary pass rates for alternative preparation programs ranged from 89 percent to 100 percent. It is critical to note that pass rates at or near 100 percent are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and "program completers" by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for both traditional preparation programs and alternative routes to certification range from 86 percent to 100 percent. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by CBEST and subject matter examinations is not acquired through the teacher preparation program. Due to the nature of the CBEST and subject matter examinations, the expected pass rate was 100 percent. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

The following figure provides total number of persons who received initial certification in the state and persons who completed their teacher preparation outside of California during the 2007-2008 academic year.

Figure 2: Statewide Certification Data for 2007-2008

19,387 Total number of persons who received initial certification or licensure in the state during the 2007-2008 academic year. This number includes individuals who completed programs of professional preparation through traditional and alternate routes:

Credential Type	Number
Multiple Subject	9,747
Single Subject	6,686
Education Specialist	2,954

3,933 Total number of persons who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2007-2008 academic year.

Credential Type	Number
Multiple Subject	1,492
Single Subject	1,803
Education Specialist	638

Third-year Cohort Update

Title II requires preparation programs and state licensing boards to update pass rate information three years after first reporting the data on a particular cohort of program completers. The objective of this requirement is to capture data on teacher credentialing candidates who had completed a program of teacher preparation at the time of the original reporting cycle, but who had not yet passed one or more of the required examinations, and have since done so.

Appendices A-3 and A-4 contain the third-year cohort update for program completers in the academic year 2004-2005.

Assessing the Performance of Preparation Programs

Since the Ryan Act of 1970, the Commission has been responsible for oversight of programs that prepare future educators. The Commission's accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness. Since the adoption of the first *Accreditation Framework* in 1993, the Commission has maintained a comprehensive accreditation system that includes regular, rigorous reviews of the colleges and universities, school districts, county offices of education, and other entities.

Recommendations for revisions to the accreditation system were made through a process that included a work group representing all stakeholders in teacher preparation. The Commission has approved the revised accreditation system and implementation began in the 2007-2008 academic year.

One significant shift in the system was to distribute the accreditation activities over a seven year cycle rather than cluster activities in a site visit that occurs once every seven years. A second significant shift in the system is the reporting of candidate competence data for all educator preparation programs to the Commission. This is accomplished by completion and submission of Biennial Reports. There is an expectation that all programs engage in regular data collection and use the analysis of the data to make programmatic improvements.

Procedures for Assessing the Performance of Educator Preparation Programs

California's accreditation system is governed by a revised *Accreditation Framework* adopted by the Commission in December 2007. Under the Commission's accreditation system, institutions are required to meet nine Common Standards of program quality and effectiveness that apply to all credential programs, as well as specific program standards of quality and effectiveness that apply to each educator preparation program offered by the institution.[9]

In order to determine the quality of teacher preparation programs, three different activities provide insight into an accreditation decision. They are Biennial Reports, Program Assessment, and Site Visits. Each of the activities is explained below.

Biennial Reports

Biennial Reports focus on candidate data. Every credential preparation program reports to the Commission how it utilizes data to guide on-going program improvement activities. Biennial reports move accreditation away from a "snapshot" approach to an on-going cycle of data collection and analysis. The Biennial Report process recognizes that effective practice means program personnel are engaged constantly in the process of evaluation and program improvement.

[9] Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf

Accreditation Framework, California Commission on Teacher Credentialing. Available online at: http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf.

The Biennial Report includes a section in which the institution briefly describes its credential preparation programs, summarizes the number of candidates and completers in each program, and provides a brief update on changes made to the programs since the last Biennial Report was submitted. The report also includes a section in which institution leadership identifies trends observed across educator preparation programs and describes institutional plans for remedying concerns identified by the data. Program-specific improvement efforts must align to appropriate Common or Program standards.

Review Process
Staff reviews Biennial Reports to ensure 1) completion of the report by each approved credential program, 2) inclusion of candidate data, 3) analyses of candidate and program data, and 4) articulation of the next steps or action plan that reflects the data analyses and is aligned with Program and/or Common Standards. Staff summarizes the information for the Committee on Accreditation (COA).

Institutions will be notified of receipt and review of the Biennial Report. It is possible that information provided by an institution in a Biennial Report could reveal a significant concern with the operation or efficacy of a credential program. In such cases, the COA could request additional information from the institution, directing staff to hold a technical assistance meeting with the institution to address the concerns, or scheduling a focused site visit to be conducted by members of the Board of Institutional Reviewers (BIR), which would be different from the regularly scheduled accreditation site visit. However, only after a site visit by members of the BIR would the institution be subject to stipulations or denial of accreditation.

Use by Review Teams
When an institution submits documents for Program Assessment (year 4 of the accreditation cycle) and when preparing for a Site Visit (year 6 of the cycle), Biennial Reports will be sent to the appropriate review team to provide them with a more comprehensive representation of the institution's activities over time. Reports will be used by these review teams as another source of information upon which standards findings and accreditation recommendations are based. Findings on standards and accreditation recommendations may not be based solely on information provided in Biennial Reports.

Program Assessment
Program Assessment takes place in year four of the accreditation cycle and examines each approved program individually. It is the feature of the accreditation system that asks institutions to report on how the approved program meets the standards—either approved California program standards, experimental program standards, or national or professional program standards. Institutions also submit in-depth information about the assessments the program uses to determine candidate competence. Program Assessment informs the Site Visit, which takes place in year 6 of the accreditation cycle.

Review Process
The Program Assessment document will be reviewed by trained members of the BIR who have expertise in the specific program area. The reviewers will also have access to the Biennial Reports that have been submitted. Reviewers will be looking for the following:

- Does the narrative describe how the standard is met?
- Does the implementation, as described, meet the standard?
    - That is, if there are key phrases in the standard, such as "multiple systematic opportunities to" or "candidates demonstrate in the field" has the program demonstrated that it meets the specific requirements of the standard?
- Does the evidence provided substantiate the claims made in the narrative?

Use by Review Teams
Teams of two trained BIR members read each Program Assessment document. They read to determine if the standard has been met. Programs receive feedback on the review and may submit additional information. The Program Assessment completed by BIR readers is forwarded to the COA six months to a year before the scheduled Site Visit. Readers submit any outstanding questions or areas of concern to the COA and the Committee will ensure that the site review team investigates the issue(s). The COA reviews the program reports, preliminary findings, and questions/areas of concern to determine the size and composition of the accreditation site review team. If reviewers find no issues or concerns through program assessment, it may be determined that it is unnecessary to review any program in detail at the site visit. If reviewers identify issues that warrant further review or if questions remain unanswered at the conclusion of the Program Assessment, the 6th year site visit may include a more detailed review of such programs.

Site Visits
An accreditation team visits each institution in the sixth year of the accreditation cycle. The institution prepares for a site visit that focuses mainly on the Common Standards, but may include any program areas identified in advance by the COA as a result of the program assessment process. Biennial Reports, Program Assessment documents, including the Preliminary Report of Findings will be made available to the site review team. The site visit will result in an accreditation recommendation for consideration and action by the COA.

Review Process
The accreditation site visit team is composed of 3 to 7 BIR members, responsible for reviewing evidence that substantiates and confirms, or contradicts, the preliminary findings of Program Assessment. The team also reviews evidence to determine if the educational unit meets the Common Standards. Evidence comes from a variety of sources representing the full range of stakeholders, including written documents and interviews with representative samples of significant stakeholders. Each program in operation participates fully in the interview schedule. The COA may add additional members to the team with expertise in specific program areas(s) identified as needing additional study during the site visit. The site visit team makes an accreditation recommendation to the COA who has the responsibility for making the accreditation decision, as described below.

Commission Review
Summary information about each of the accreditation activities is included in the Annual Report on Accreditation submitted by the COA to the Commission. The report can be found at http://www.ctc.ca.gov/reports/coa_2007_08_annual_report.pdf

Procedures for Determining Educator Preparation Program Accreditation

After reviewing the recommendation of a site visit team that includes information from all the accreditation activities, the COA makes a decision about the accreditation of educator preparation programs at an institution. The *Accreditation Framework*, which guides the accreditation process, calls for three categories of accreditation decisions: Accreditation, Accreditation with Stipulations, and Denial of Accreditation. Within that rubric, the COA makes one of five decisions pertaining to each institution:

> *Accreditation* – The institution has demonstrated that, when judged as a whole, it meets or exceeds the Common and Program Standards. The institution is judged to be effective in preparing educators and demonstrates overall quality in its programs and general operations.
>
> *Accreditation with Stipulations* – The institution has been found to have some Common Standards or Program Standards not met or not fully met. The deficiencies are primarily technical in nature and generally relate to operational, administrative, or procedural concerns. The institution is judged to be effective overall in preparing educators and general operations.
>
> *Accreditation with Major Stipulations* – The institution has been found to have significant deficiencies in Common Standards or Program Standards. Areas of concern are tied to matters of curriculum, field experience, or candidate competence. The institution demonstrates quality and effectiveness in some of its credential programs and general operations, but effectiveness is reduced by the identified areas of concern.
>
> *Accreditation with Probationary Stipulations* – The institution has been found to have serious deficiencies in Common Standards or Program Standards. Significant areas of concern tied to matters of curriculum, field experience, or candidate competence in one or more programs have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.
>
> *Denial of Accreditation* – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions accredited with stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that they have taken action to address the stipulations. In the case of major or probationary stipulations, institutions are also required to prepare for a re-visit that focuses on

the areas of concern noted by the accreditation team during the original visit. Throughout this process, institutions receive technical assistance from Commission staff in developing responses and preparing for re-visits.

An institution receiving Denial of Accreditation is required to take immediate steps to close all credential programs at the end of the semester or quarter in which the COA decision took place. The institution is required to file a plan of discontinuation within 90 days of the Committee's decision, which outlines the institution's effort to place enrolled students in other programs or provide adequate assistance to permit students to complete their particular programs. The institution is prohibited from re-applying for accreditation for two years and is required to make a formal application to the COA that includes the submission of a complete institutional self-study report. The self-study must clearly indicate how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

Criteria Used to Classify Low Performing Preparation Programs

The COA monitors the quality of educator preparation programs through its accreditation system. Accreditation is granted to those institutions that meet the Commission's standards of quality and effectiveness. Institutions that do not meet Commission standards are precluded from offering educator preparation programs in California.

The State uses its accreditation procedures to identify and assist low-performing institutions and those at risk of becoming low performing programs of teacher preparation. For the purpose of meeting the requirements of Title II, section 208(a) of the Higher Education Act, California uses the following procedures and criteria concerning low-performing institutions:

> *Low-Performing Institutions* - An institution that is determined by an accreditation review team and the COA to have failed to meet the Commission's standards of quality and effectiveness would be designated as low-performing and would be denied accreditation. An institution denied accreditation is prohibited from offering teacher preparation programs in California for a minimum of two years. At the end of such time, the institution can reapply and is required to submit a formal application and demonstrate that the problems identified in the original institutional review have been addressed.
>
> *At Risk of Becoming Low-Performing* – An institution that is determined by an accreditation review team and the COA to receive Accreditation with Probationary Stipulations is at risk of becoming a low-performing institution. Such an institution is required to respond to the stipulations and provide evidence within one calendar year that the concerns noted by the review team have been addressed. Institutions receiving Accreditation with Probationary Stipulations are required to have a re-visit that focuses on the areas of concern noted by the accreditation team during the original visit.

Currently, California has one teacher preparation institutions (Alliant International University) which has been identified as *At Risk of Becoming Low-Performing*. The institution has had stipulations identified and placed upon them. Commission staff is closely monitoring activities at this institution, action plans to address the stipulations are due in the coming months, and a revisit will take place within one year**.**

Alternative Paths to Certification

Within the California context, it is critical to distinguish between alternative certification and alternative paths or routes to certification. While California has *alternative paths* to the teaching credential, it does not have *alternative credentials*. As previously discussed, there are four types of teaching credentials in California: (1) Multiple Subject; (2) Single Subject; (3) Education Specialist; and (4) Designated Subjects Credential. Regardless of whether an individual has met all the necessary requirements for one of the four types of teaching credentials through the traditional means, a one-year post-baccalaureate program at an institution of higher education, a four- to five-year "blended" program that allows for the concurrent completion of subject matter and professional preparation, or a district or university sponsored intern program, the resulting credentials issued are identical. Further, all programs, including intern programs, are required to meet uniform standards of program quality and effectiveness established by the Commission. All programs include instruction in pedagogy and supervised teaching experiences. All programs are required to ensure that prospective teachers meet the teaching performance expectations prior to completing the program.

The most frequently used alternative route to teaching in California is enrollment in an internship program. Internship programs are designed to provide formal teacher preparation to qualifying individuals concurrent with their first year or two of paid teaching. Interns benefit from a close linkage between their teacher preparation and classroom experience, as they are able to immediately put newly acquired skills and knowledge into practice in the classroom. California offers two types of internship programs, those offered by universities and those offered by local education agencies.

University internship programs provide one- or two-year internships leading to basic teaching credentials, specialist teaching credentials, and service credentials. School districts and county offices of education collaborate with local universities in the planning and implementation of professional instruction, support, supervision, and assessment of interns.

District intern programs are two or three-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire basic teaching credential and specialist teaching credentials by completing on-the-job training coupled with intensive professional development. District Intern programs are required to provide each intern with the support and assistance of a mentor teacher or other experienced educator, and to create a professional development plan for the interns in the program.

In December 2007, the Commission took action to require multiple subject, single subject, and education specialist interns to complete 120 clock hours (or the semester and quarter unit equivalent) of initial teacher preparation prior to issuance of an Internship Credential. The pre-service component must include foundational preparation in pedagogy, including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

Legislation enacted in 2001, SB 57 (Scott, Chap. 269, Stats. 2001), allows qualified people to become multiple and single subject teachers by entering an internship program and successfully completing the Teaching Foundations Examination (TFE) in their field and performance assessment in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, US Constitution, computer technology, basic skills, and character fitness to qualify for a credential. Those seeking the Multiple Subject credential also need to pass the RICA. Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a test, scored in a manner consistent with California requirements, that covers topics such as teaching methods, learning development, diagnosis and intervention, classroom management and reading instruction. Individuals who pass this test may enter a state-funded teacher internship program, and be eligible for early completion of the program by passing the teaching performance assessment on their initial try, and being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the programs would be awarded a preliminary teaching credential. Candidates have an early completion option to earn a clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

Improving Teacher Quality

This section of the report describes steps taken during the past years to improve teacher quality. Recognizing that teacher quality and student achievement are inextricably linked, policy makers have initiated a number of programs and reforms aimed at significantly improving the preparation of K-12 teachers.

Implementation of SB 2042

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, elementary subject matter preparation for the multiple subject credential, for blended programs, and induction programs, has been an enormous, yet critical undertaking for the future of education in California. It has involved a broad spectrum of educators from throughout the state, impacts all accredited teacher education programs in California, and has culminated in the adoption of new program standards aligned with the state's academic content standards for its K-12 pupils and new and more effective assessments for teacher education candidates. Ensuring that prospective teachers are prepared to teach to California's rigorous academic content standards is a central, and perhaps the most critical, component to improving academic achievement of all students in California.

All teacher preparation programs in the state and 164 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

Alignment of State Requirements with Public Law 107-110: No Child Left Behind Act (NCLB)

The Commission and the California State Board of Education worked diligently to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). In 2003, the State Board of Education adopted the State Plan for NCLB and the Commission took action to align California's teacher certification requirements with the State Board adopted plan.

Two major actions taken by the Commission related to No Child Left Behind Act are
(1) changes in requirements for subject matter verification for Multiple Subject Teacher Credentialing candidates; and (2) the phase out of emergency permits, pre-intern certificates, and individualized internship certificates;

Verification of Subject Matter Competence
The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by federal statute to demonstrate their subject matter competence by passing an examination. The Commission acted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, must meet the

subject matter requirement by passing a Commission-approved examination. The currently approved examination is the CSET: Multiple Subjects.

Phasing out Emergency Permits and Certificates
Overall, there is a declining trend in the total number of permits issued. No emergency permits (with term Long Term) were issued in 2007-08. Two new documents began to be issued in 2005-06, the STSP and the PIP. The STSP allows an employing agency to fill an acute staffing need when local recruitment efforts have been made but a fully credentialed teacher could not be found. The PIP allows an employing agency to fill an immediate staffing need by hiring an individual who has not yet met the subject matter competence requirement needed to enter an internship program. The PIP and STSP documents were issued to individuals that previously might have been issued an Individualized Intern Certificate. Overall, there is a decrease in permits by 26.8 percent between 2006-07 and 2007-08; with a decrease of 24 percent in the STSP and about 32 percent in the PIP.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were outlined in last year's Title II report. They include the development of a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. Funding was provided for this program for 2004-2005 and 2005-06 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

Other Recent Efforts

Laws that were passed during the 2008 legislative session that impact teacher preparation:

AB 131 (Beall, Chap. 487, Stats. 2008) Authorizes a local educational agency or school to employ and assign an individual to provide instruction to pupils who are 3 to 4 years of age and who are diagnosed as autistic if the individual holds a valid education specialist credential, is authorized to provide instruction to pupils with autism, and meets specified competence criteria. Sunset date, August 31, 2011.

AB 1871 (Coto, Chap. 660, Stats. 2008) Gives candidates for a bilingual teaching authorization or an English learner teaching authorization options for earning the authorization by examination, an approved program or an approved combination of examination and coursework.

AB 2226 (Ruskin, Chap. 233, Stats. 2008) Requires the Commission to convene a workgroup for the purpose of providing guidance to special education credential preparation programs in determining the comparability of coursework or field experience completed in other Commission-accredited special education credential programs. Report due, December 1, 2009.

AB 2302 (Bass, Chap. 41, Stats. 2008) Authorizes a local educational agency or school to assign a teacher who holds a special education credential that authorizes instruction to individuals with

mild and moderate disabilities to provide instruction to pupils with autism if the teacher consents to the assignment and meets specified competence criteria. Sunset date, August 31, 2011.

SB 1104 (Scott, Chap. 576, Stats. 2008) Implements streamlined requirements for career technical education (CTE) credentials by: reducing the term of the preliminary credential from 5 to 3 years; reducing the years of experience required for the preliminary credential from 5 to 3 years; and moving the U.S. Constitution requirement from the preliminary credential to the clear credential, thus eliminating a barrier for beginning CTE teachers.

SB 1105 (Margett, Chap. 577, Stats. 2008) Implements educator discipline reform by: eliminating the distinction between a guilty plea and a no contest plea for specified misdemeanor convictions for credential holders; increasing from one year to five years the limit on providing probable cause findings to school district employers; and requiring the Legislature to convene a work group to study specified sections of the Education Code and report by December 1, 2009.

SB 1110 (Scott, Chap. 578, Stats. 2008) Implements educator discipline reform by: requiring the Commission to suspend the credential of a holder when it determines that a credential or license authorizing the holder to perform any duty in the public schools has been revoked by another state if that revocation is based on acts of misconduct that could be grounds for revocation in California and providing for mandatory revocation of credentials if the terms of criminal probation prohibit unsupervised contact with minors or surrender of a credential.

SB 1186 (Scott, Chap. 518, Stats. 2008) Education omnibus bill includes alternatives for meeting the basic skills requirements for credentials; reinforces support and mentoring for permit teachers and interns and amends grant criteria for funded teacher intern programs.

Overview of Institutional Reports

Institutional report cards contained in Appendix B of this report represent the efforts of the postsecondary institutions and local education agencies that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2007-2008 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with requirements of the U.S. Department of Education and the State.

The reports provide:

- Qualitative and contextual information regarding teacher preparation programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of candidates who completed programs during the 2007-2008 reporting period;
- Pass rate data for all assessments used by the institution's 2007-08 candidates for initial credentialing; and
- Three year updated pass rate data for the 2004-2005 cohort.

Institutions are responsible for the content of their respective qualitative data included in the reports. In addition, because of differences in budgeting, assignment practices, and institutional procedures, the quantitative data regarding candidate-supervisor ratios should be interpreted with caution. These data may not reflect the quality of interaction between candidates and the individuals who are assigned to supervise field experiences.

Appendix A

Assessment Pass-Rate Data for Teacher Preparation Programs

Appendix A-1: **Pass-Rate Data for Regular Teacher Preparation Programs Academic Year 2007-2008**

Appendix A-2: **Pass-Rate Data for Alternative Routes to Teacher Certification Academic Year 2007-2008**

Appendix A-3: **Pass-Rate Data for Regular Teacher Preparation Programs Academic Year 2004-2005, Third Year Cohort Update**

Appendix A-4: **Pass-Rate Data for Alternative Routes to Teacher Certification Academic Year 2004-2005, Third Year Cohort Update**

(Appendix A is available in electronic form only at www.ctc.ca.gov*)*

Appendix A-1: Pass-rate Data for Regular Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	7	7			7			1			3			4		
Antioch University Los Angeles	10	10	10	100	10	10	100	10	10	100				10	10	100
Antioch University Santa Barbara	12	12	12	100	12	12	100	12	12	100						
Argosy University	10	10	9	90	10	9	90	3			2					
Azusa Pacific University	281	281	280	100	280	280	100	207	206	100	38	38	100	213	213	100
Bethany College - Santa Cruz	13	13	13	100	13	13	100	8			2			11	11	100
Biola University	78	78	78	100	78	78	100	54	54	100	7			53	53	100
CA State Polytechnic Univ.-Pomona	146	146	145	99	146	146	100	100	100	100	12	11	92	106	106	100
California Baptist University	66	66	66	100	63	63	100	53	53	100	5			57	57	100
California Lutheran University	76	76	75	99	76	76	100	49	49	100	14	13	93	50	50	100
California Polytechnic State Univ.-SLO	172	172	170	99	171	171	100	99	99	100	6			91	89	98
CALState Teach	233	233	227	97	232	231	100	225	220	98				232	230	99
Chapman University	460	460	458	100	456	456	100	328	328	100	89	88	99	339	338	100
Concordia University	84	84	84	100	84	84	100	59	59	100	15	15	100	62	62	100
CSU Bakersfield	338	338	334	99	337	337	100	214	210	98	54	54	100	223	223	100
CSU Channel Islands	69	69	69	100	69	69	100	58	58	100	7			58	58	100
CSU Chico	282	282	281	100	282	282	100	187	186	99	24	24	100	179	179	100
CSU Dominguez Hills	199	199	198	99	199	199	100	153	153	100	20	20	100	153	152	99
CSU East Bay	215	215	214	100	215	215	100	163	163	100	36	35	97	164	164	100
CSU Fresno	387	387	372	96	386	386	100	270	258	96	10	10	100	274	268	98
CSU Fullerton	544	544	542	100	543	543	100	381	380	100	56	55	98	383	383	100
CSU Long Beach	744	744	743	100	744	744	100	444	443	100	91	91	100	452	452	100
CSU Los Angeles	357	355	343	97	355	355	100	220	208	95	64	64	100	215	215	100
CSU Monterey Bay	113	113	110	97	113	113	100	56	55	98	10	9	90	43	42	98
CSU Northridge	482	481	479	100	480	480	100	358	356	99	54	54	100	362	362	100
CSU Sacramento	432	431	428	99	431	431	100	315	312	99	41	41	100	317	317	100
CSU San Bernardino	228	228	228	100	228	228	100	172	172	100	21	21	100	167	167	100
CSU San Marcos	340	340	335	99	338	338	100	284	281	99	33	32	97	286	285	100

Appendix A-1: Pass-rate Data for Regular Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
CSU Stanislaus	324	324	317	98	324	324	100	263	256	97	20	20	100	264	264	100
Dominican University of California	78	78	76	97	78	78	100	58	56	97	18	18	100	58	58	100
Fresno Pacific University	85	85	83	98	83	83	100	67	65	97	9			71	71	100
Holy Names University	20	20	20	100	20	20	100	16	16	100	4			13	13	100
Hope International University	7	7			7			7						7		
Humboldt State University	127	127	125	98	127	127	100	72	70	97	23	23	100	76	76	100
InterAmerican College	5	5			5			2			3			2		
John F. Kennedy University	11	11	11	100	11	11	100	7			4			7		
La Sierra University	16	16	16	100	16	16	100	8			5			8		
Loyola Marymount University	151	151	149	99	149	149	100	94	93	99	42	41	98	99	99	100
Mills College	25	25	25	100	24	24	100	12	12	100						
Mount Saint Mary's College	50	50	50	100	50	50	100	31	31	100	17	17	100	33	33	100
National University	1157	1157	1131	98	1156	1156	100	699	674	96	299	298	100	782	782	100
Notre Dame de Namur University	68	68	65	96	68	68	100	36	34	94	28	27	96	38	38	100
Occidental College	8	8			8			4			3			4		
Pacific Oaks College	30	30	28	93	29	29	100	28	26	93				28	28	100
Pacific Union College	14	14	14	100	13	13	100	8			1			9		
Patten University	5	5			5			3			2			3		
Pepperdine University	137	137	135	99	137	137	100	91	89	98	39	39	100	93	93	100
Point Loma Nazarene University	139	138	137	99	138	138	100	105	104	99	18	18	100	107	107	100
Saint Mary's College of California	83	83	83	100	83	83	100	53	53	100	21	21	100	55	55	100
San Diego Christian College	11	11	11	100	11	11	100	9			2			9		
San Diego State University	474	473	472	100	472	472	100	294	293	100	69	69	100	300	300	100
San Francisco State University	818	791	782	99	784	782	100	275	272	99	134	133	99	210	207	99
San Jose State University	270	270	267	99	267	267	100	171	168	98	38	38	100	182	182	100
Santa Clara University	49	49	49	100	49	49	100	25	25	100	19	19	100	26	26	100
Simpson University	26	26	26	100	26	26	100	18	18	100	5			18	18	100
Sonoma State University	189	189	188	99	189	189	100	121	120	99	38	38	100	120	120	100

Appendix A-1: Pass-rate Data for Regular Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Stanford University	75	75	75	100	75	75	100	11	11	100	60	60	100	11	11	100
The Master's College and Seminary	21	21	21	100	21	21	100	14	14	100	5			14	14	100
Touro University-CA College of Education	19	19	18	95	19	19	100	9			6			11	10	91
UC Berkeley	47	47	47	100	47	47	100	19	19	100	25	25	100	19	19	100
UC Davis	120	120	120	100	120	120	100	54	54	100	55	55	100	57	57	100
UC Irvine	198	198	197	99	198	198	100	88	88	100	97	96	99	88	88	100
UC Los Angeles	155	153	152	99	153	152	99	66	66	100						
UC Riverside	88	88	88	100	88	88	100	64	64	100	22	22	100	64	64	100
UC San Diego	48	48	47	98	48	48	100	48	47	98				48	48	100
UC Santa Barbara	101	101	101	100	101	101	100	52	52	100	47	47	100	52	52	100
UC Santa Cruz	79	79	77	97	79	79	100	46	44	96	30	30	100	46	46	100
University of LaVerne	172	172	172	100	170	170	100	129	129	100	29	29	100	132	132	100
University of Phoenix	246	245	243	99	244	243	100	155	154	99	57	57	100	126	126	100
University of Redlands	151	151	150	99	151	151	100	106	105	99	27	27	100	110	110	100
University of San Diego	74	74	72	97	74	73	99	50	50	100	12	11	92	49	49	100
University of San Francisco	60	59	59	100	58	58	100	39	39	100	9			42	42	100
University of Southern California	79	79	78	99	79	79	100	34	34	100	41	40	98	34	34	100
University of the Pacific	47	47	47	100	47	47	100	26	26	100	1			25	25	100
Vanguard Univ of Southern California	55	55	54	98	55	55	100	34	33	97	12	12	100	37	37	100
Western Governors University	44	39	38	97	38	37	97	21	20	95						
Westmont College	10	10	10	100	10	10	100	10	10	100						
Whittier College	32	32	32	100	31	31	100	24	24	100	2			26	26	100
William Jessup University	17	17	17	100	17	17	100	17	17	100				17	17	100
Statewide Total	**12693**	**12651**	**12508**	**99**	**12610**	**12602**	**100**	**8176**	**8069**	**99**	**2112**	**2097**	**99**	**8134**	**8115**	**100**

[1]Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science
[2]Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education
Note-Pass-rates are not calculated for programs with less than ten candidates.

Appendix A-2: Pass-rate Data for Alternate Route Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	158	146	144	99	141	140	99	78	78	100	56	55	98	86	86	100
Antioch University Santa Barbara	1	1			1			1								
Azusa Pacific University	214	214	213	100	214	214	100	136	135	99	51	51	100	134	134	100
Biola University	3	3			3						3					
CA State Polytechnic Univ.-Pomona	115	115	113	98	114	114	100	54	53	98	28	27	96	53	53	100
California Baptist University	34	34	34	100	34	34	100	19	19	100	4			20	20	100
California Lutheran University	14	14	14	100	14	14	100	8			2			9		
CALState Teach	184	184	177	96	183	183	100	178	171	96				183	183	100
CCTC Alt Cert	127	126	125	99	125	125	100	41	40	98	56	56	100	49	48	98
Chapman University	410	410	402	98	409	409	100	236	229	97	119	119	100	251	250	100
Claremont Graduate University	76	76	75	99	75	75	100	40	39	98	34	34	100	36	36	100
Concordia University	2	2			2						2					
CSU Bakersfield	128	128	126	98	128	128	100	91	89	98	19	19	100	91	91	100
CSU Channel Islands	19	19	19	100	19	19	100	11	11	100	5			9		
CSU Chico	27	27	27	100	27	27	100	4			7			5		
CSU Dominguez Hills	253	252	248	98	252	252	100	129	129	100	65	63	97	127	125	98
CSU East Bay	136	136	134	99	136	136	100	66	66	100	47	46	98	69	68	99
CSU Fresno	78	78	75	96	78	78	100	26	24	92	7			29	29	100
CSU Fullerton	81	81	81	100	81	81	100	28	28	100	36	36	100	31	31	100
CSU Long Beach	75	75	75	100	75	75	100	18	18	100	26	26	100	22	22	100
CSU Los Angeles	100	100	96	96	100	100	100	48	44	92	31	31	100	35	35	100
CSU Monterey Bay	73	72	72	100	72	72	100	33	33	100	12	12	100	9		
CSU Northridge	147	147	147	100	147	147	100	66	66	100	42	42	100	69	69	100
CSU Sacramento	64	64	64	100	64	64	100	40	40	100	16	16	100	37	37	100
CSU San Bernardino	182	181	180	99	180	180	100	110	110	100	29	28	97	105	105	100

Appendix A-2: Pass-rate Data for Alternate Route Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
CSU San Marcos	5	5			5			5						5		
CSU Stanislaus	86	86	86	100	86	86	100	38	38	100	22	22	100	40	40	100
Dominican University of California	25	25	23	92	25	25	100	13	13	100	8			14	14	100
Fresno Pacific University	39	39	38	97	39	39	100	27	26	96	8			26	26	100
High Tech High Communities	7	7			7											
Holy Names University	9	9			9			4			4			4		
Humboldt State University	10	10	10	100	10	10	100	8			1			8		
IMPACT	120	120	119	99	119	119	100	62	61	98	33	33	100	61	61	100
John F. Kennedy University	2	2			2			2						2		
La Sierra University	2	2			2			1						1		
Los Angeles USD	168	167	164	98	166	166	100	67	64	96	82	82	100	63	63	100
Loyola Marymount University	152	152	152	100	151	151	100	70	70	100	80	80	100	69	69	100
Mount Saint Mary's College	2	2			2						2					
National Hispanic University	20	20	20	100	20	20	100	12	12	100	6			11	11	100
National University	587	586	566	97	586	586	100	289	269	93	190	190	100	319	319	100
Notre Dame de Namur University	25	25	24	96	25	25	100	15	15	100	10	9	90	14	14	100
Ontario/Montclair USD	9	9			9			9						9		
Orange County Department of Education	27	27	24	89	26	26	100	22	19	86						
Patten University	4	4			4			1			3			1		
Pepperdine University	15	15	14	93	15	15	100	3			10	10	100	4		
Point Loma Nazarene University	26	26	25	96	26	26	100	14	14	100	12	11	92	10	10	100
Project Pipeline	121	121	121	100	121	121	100	25	25	100	65	65	100	22	22	100
Saint Mary's College of California	17	17	17	100	17	17	100	8			7			8		
San Diego City USD	15	15	15	100	15	15	100	12	12	100	1			12	12	100
San Diego State University	56	56	56	100	56	56	100	29	29	100	8			29	29	100

Appendix A-2: Pass-rate Data for Alternate Route Teacher Preparation Programs
State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 2007-08

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall Summary			Basic Skills			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
San Francisco State University	163	155	153	99	153	153	100	39	37	95	34	34	100	68	68	100
San Jose State University	95	95	95	100	95	95	100	64	64	100	13	13	100	62	62	100
Santa Clara University	11	10	9	90	10	10	100	3			7			3		
Sonoma State University	60	60	59	98	60	60	100	31	30	97	17	17	100	30	30	100
Stanislaus County Office of Education	9	9			9			8						8		
UC Irvine	10	10	10	100	10	10	100				9					
UC Riverside	26	26	26	100	26	26	100	9			15	15	100	7		
UC San Diego	39	39	39	100	39	39	100				19	19	100			
University of LaVerne	88	88	88	100	87	87	100	44	44	100	28	28	100	40	40	100
University of Phoenix	51	51	49	96	51	51	100	20	19	95	13	12	92	15	15	100
University of Redlands	56	56	55	98	55	55	100	25	24	96	14	14	100	27	27	100
University of San Diego	5	5			5			3						5		
University of San Francisco	28	28	26	93	28	28	100	21	19	90	6			21	21	100
University of the Pacific	11	11	11	100	10	10	100	6			2			5		
Whittier College	8	8			8						3					
Statewide Total	**4910**	**4883**	**4802**	**98**	**4863**	**4862**	**100**	**2470**	**2407**	**97**	**1429**	**1416**	**99**	**2482**	**2477**	**100**

[1]Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science
[2]Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education
Note-Pass-rates are not calculated for programs with less than ten candidates.

Appendix A-3: Pass-rate Data for Regular Teacher Preparation Programs - 3rd Year Cohort Update
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	33	33	33	100	33	33	100	16	16	100	9			16	16	100
Antioch University Southern California	26	26	26	100	26	26	100	25	25	100				26	26	100
Argosy University	49	49	49	100	49	49	100	25	25	100	16	16	100	26	26	100
Azusa Pacific University	446	446	444	100	446	446	100	345	343	99	45	45	100	314	314	100
Bethany College - Assemblies of God	11	11	11	100	11	11	100	8			1			10	10	100
Biola University	101	101	101	100	101	101	100	63	63	100	8			26	26	100
CA State Polytechnic Univ.-Pomona	301	301	297	99	298	298	100	205	203	99	24	24	100	158	156	99
California Baptist University	144	144	140	97	144	144	100	104	103	99	20	17	85	89	89	100
California Lutheran University	109	108	106	98	108	108	100	73	73	100	20	18	90	54	54	100
California Polytechnic State Univ.-SLO	198	198	198	100	198	198	100	116	116	100	23	23	100	78	78	100
Chapman University	957	957	951	99	953	953	100	581	579	100	269	267	99	565	563	100
Concordia University	130	129	128	99	128	128	100	100	99	99	19	19	100	96	96	100
CSU Bakersfield	419	419	417	100	419	418	100	317	316	100	43	43	100	276	276	100
CSU Channel Islands	93	93	93	100	92	92	100	87	87	100	4			78	78	100
CSU Chico	280	280	274	98	280	279	100	193	190	98	4			98	96	98
CSU Dominguez Hills	522	521	512	98	517	517	100	385	384	100	62	55	89	241	240	100
CSU East Bay	271	271	267	99	271	271	100	194	193	99	47	47	100	189	186	98
CSU Fresno	637	636	618	97	635	635	100	500	491	98	13	13	100	345	334	97
CSU Fullerton	721	721	718	100	716	716	100	563	560	99	4			363	363	100
CSU Long Beach	968	966	959	99	962	962	100	640	634	99	90	89	99	485	485	100
CSU Los Angeles	688	685	673	98	684	684	100	458	446	97	72	72	100	181	181	100
CSU Monterey Bay	246	238	236	99	237	237	100	157	156	99	45	44	98	59	59	100
CSU Northridge	874	874	871	100	872	872	100	650	648	100	84	84	100	552	551	100
CSU Sacramento	526	526	526	100	526	526	100	373	373	100	53	53	100	319	319	100
CSU San Bernardino	428	428	428	100	428	428	100	348	348	100	33	33	100	263	263	100
CSU San Marcos	429	429	429	100	428	428	100	353	353	100	51	51	100	293	293	100
CSU Stanislaus	413	413	412	100	412	412	100	333	332	100	22	22	100	267	267	100
Dominican University of California	132	132	132	100	131	131	100	88	88	100	31	31	100	81	81	100
Fresno Pacific University	86	86	85	99	86	86	100	65	64	98	8			50	50	100

Appendix A-3: Pass-rate Data for Regular Teacher Preparation Programs - 3rd Year Cohort Update
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Holy Names University	13	13	13	100	13	13	100	13	13	100				9		
Hope International University	16	16	16	100	16	16	100	16	16	100				16	16	100
Humboldt State University	134	134	134	100	133	133	100	87	87	100	11	11	100	85	85	100
InterAmerican College	4	4			4			2			2			2		
John F. Kennedy University	18	18	18	100	18	18	100	11	11	100	5			10	10	100
La Sierra University	29	28	27	96	28	28	100	19	19	100	4			13	12	92
Loyola Marymount University	148	148	146	99	148	148	100	94	94	100	42	42	100	88	86	98
Mills College	54	54	54	100	53	53	100	32	32	100						
Mount Saint Mary's College	47	47	47	100	46	46	100	33	33	100	10	10	100	20	20	100
National Hispanic University	19	19	19	100	19	19	100	16	16	100				10	10	100
National University	2255	2255	2223	99	2255	2255	100	1371	1340	98	582	582	100	1306	1305	100
New College of California	19	19	19	100	19	19	100	19	19	100						
Notre Dame de Namur University	50	50	49	98	49	49	100	35	35	100	5			29	29	100
Nova Southeastern University	5	5			5			5						5		
Occidental College	22	22	21	95	22	22	100	10	10	100	10	9	90	11	11	100
Pacific Oaks College	33	33	32	97	33	33	100	32	32	100				30	29	97
Pacific Union College	34	34	31	91	34	34	100	19	18	95	3			11	10	91
Patten University	22	22	22	100	20	20	100	19	19	100				16	16	100
Pepperdine University	294	294	294	100	294	294	100	203	203	100	67	67	100	184	184	100
Point Loma Nazarene University	225	223	213	96	221	221	100	138	138	100	38	34	89	117	111	95
Saint Mary's College of California	129	129	128	99	129	129	100	88	87	99	29	29	100	88	88	100
San Diego Christian College	22	22	22	100	22	22	100	16	16	100	4			18	18	100
San Diego State University	596	595	595	100	593	593	100	388	388	100	67	67	100	284	284	100
San Francisco State University	506	504	503	100	502	502	100	342	341	100	12	12	100	22	22	100
San Jose State University	439	439	436	99	438	438	100	288	288	100	46	43	93	250	250	100
Santa Clara University	62	62	62	100	62	62	100	43	43	100	14	14	100	42	42	100
Simpson University	103	103	103	100	103	103	100	75	75	100	15	15	100	75	75	100
Sonoma State University	225	225	225	100	225	225	100	147	147	100	34	34	100	130	130	100
Stanford University	69	69	68	99	69	69	100				55	54	98			

Appendix A-3: Pass-rate Data for Regular Teacher Preparation Programs - 3rd Year Cohort Update
State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Institution	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
The Master's College	22	22	21	95	21	21	100	14	14	100	6			14	14	100
Touro University-CA College of Education	4	4			4			2			1			2		
UC Berkeley	53	53	53	100	53	53	100	22	22	100	27	27	100	18	18	100
UC Davis	171	171	171	100	170	170	100	102	102	100	59	59	100	101	101	100
UC Irvine	174	174	174	100	174	174	100	93	93	100	71	71	100	93	93	100
UC Los Angeles	165	165	165	100	165	165	100	74	74	100	55	55	100	74	74	100
UC Riverside	114	114	114	100	113	113	100	90	90	100	17	17	100	89	89	100
UC San Diego	43	43	43	100	43	43	100	43	43	100				43	43	100
UC Santa Barbara	104	104	104	100	104	104	100	62	62	100	34	34	100	60	60	100
UC Santa Cruz	112	112	112	100	112	112	100	68	68	100	40	40	100	68	68	100
University of LaVerne	220	220	217	99	219	219	100	161	160	99	32	31	97	121	120	99
University of Phoenix	420	420	416	99	419	419	100	322	321	100	87	85	98	303	302	100
University of Redlands	119	119	116	97	119	119	100	89	87	98	13	13	100	92	90	98
University of San Diego	110	110	109	99	109	109	100	73	72	99	12	12	100	28	28	100
University of San Francisco	155	155	151	97	155	154	99	96	95	99	26	25	96	68	66	97
University of Southern California	62	62	61	98	62	61	98	52	52	100	2			54	53	98
University of the Pacific	57	57	56	98	57	57	100	37	36	97	5			15	15	100
Vanguard Univ of Southern California	60	60	59	98	59	59	100	38	38	100	10	9	90	28	28	100
Western Governors University	2	2			2			1			1			1		
Westmont College	14	14	14	100	14	14	100	12	12	100	2			12	12	100
Whittier College	33	33	33	100	33	33	100	22	22	100	6			16	16	100
Statewide Total	**18044**	**18021**	**17858**	**99**	**17971**	**17967**	**100**	**12399**	**12309**	**99**	**2681**	**2648**	**99**	**9769**	**9728**	**100**

[1]Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science
[2]Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education
Note-Pass-rates are not calculated for programs with less than ten candidates.

Appendix A-4: Pass-rate Data for Alternate Route Teacher Preparation Programs

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 3rd Yr Update 04-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	32	32	32	100	32	32	100	10	10	100	21	21	100	8		
Azusa Pacific University	255	255	254	100	253	253	100	165	164	99	62	62	100	125	125	100
Bethany College - Assemblies of God	1	1			1						1					
CA State Polytechnic Univ.-Pomona	92	91	84	92	90	90	100	43	41	95	29	26	90	31	29	94
California Baptist University	16	16	15	94	16	16	100	10	10	100	4			8		
California Lutheran University	9	9			9			6			1			6		
CALState Teach	337	337	333	99	333	333	100	336	333	99				299	298	100
CCTC Alt Cert	37	37	37	100	37	37	100	18	18	100	11	11	100	14	14	100
Chapman University	146	146	145	99	146	146	100	75	74	99	49	49	100	64	64	100
Claremont Graduate University	81	81	81	100	81	81	100	43	43	100	29	29	100	40	40	100
Compton USD	18	18	18	100	17	17	100	18	18	100						
CSU Bakersfield	106	106	106	100	106	106	100	77	77	100	11	11	100	58	58	100
CSU Channel Islands	17	17	17	100	16	16	100	8			6			4		
CSU Chico	30	30	30	100	30	30	100	14	14	100	3			8		
CSU Dominguez Hills	554	552	551	100	549	549	100	402	401	100	81	81	100	266	266	100
CSU East Bay	178	178	177	99	178	178	100	84	84	100	64	63	98	77	77	100
CSU Fresno	92	92	92	100	92	92	100	46	46	100	11	11	100	20	20	100
CSU Fullerton	91	91	91	100	91	91	100	33	33	100	3			18	18	100
CSU Long Beach	136	136	135	99	136	136	100	81	80	99	28	28	100	63	63	100
CSU Los Angeles	132	132	132	100	131	131	100	126	126	100	1			72	72	100
CSU Monterey Bay	15	14	14	100	14	14	100	9						2		
CSU Northridge	460	460	460	100	460	460	100	209	209	100	155	155	100	172	172	100
CSU Sacramento	71	71	71	100	71	71	100	39	39	100	16	16	100	25	25	100
CSU San Bernardino	299	299	298	100	295	295	100	203	203	100	43	43	100	123	122	99
CSU San Marcos	6	6			6			6						5		
CSU Stanislaus	47	47	47	100	47	47	100	25	25	100	13	13	100	24	24	100

Appendix A-4: Pass-rate Data for Alternate Route Teacher Preparation Programs

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 3rd Yr Update 04-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Dominican University of California	26	26	25	96	24	24	100	10	10	100	12	11	92	7		
Fresno Pacific University	17	17	17	100	17	17	100	6			4			5		
Holy Names University	21	21	21	100	21	21	100	15	15	100	3			14	14	100
IMPACT	88	88	88	100	84	84	100	41	41	100	29	29	100	42	42	100
John F. Kennedy University	1	1			1											
La Sierra University	9	9			9			3			3			4		
Los Angeles USD	290	289	282	98	288	288	100	158	157	99	102	96	94	154	154	100
Loyola Marymount University	164	164	162	99	164	164	100	86	85	99	71	70	99	84	84	100
Mount Saint Mary's College	10	10	10	100	10	10	100	5			3			5		
National Hispanic University	21	21	21	100	21	21	100	15	15	100	5			13	13	100
National University	127	127	127	100	127	127	100	60	60	100	40	40	100	60	60	100
Notre Dame de Namur University	25	25	25	100	25	25	100	12	12	100	6			11	11	100
Nova Southeastern University	5	5			5			5						5		
Ontario/Montclair USD	21	21	21	100	21	21	100	21	21	100				8		
Orange County Department of Education	12	12	12	100	12	12	100	12	12	100				12	12	100
Pacific Oaks College	1	1			1			1						1		
Patten University	1	1			1			1						1		
Point Loma Nazarene University	105	105	102	97	104	104	100	50	49	98	33	33	100	45	43	96
Project Pipeline	97	95	95	100	95	95	100	20	20	100	49	49	100	17	17	100
San Diego City USD	18	18	18	100	18	18	100	12	12	100	3			7		
San Diego State University	101	101	101	100	101	101	100	62	62	100	18	18	100	41	41	100
San Francisco State University	7	7			7			6								
San Jose State University	100	100	100	100	99	99	100	79	79	100	5			64	64	100
Santa Clara University	22	22	22	100	22	22	100	13	13	100	5			15	15	100
Sonoma State University	24	24	24	100	24	24	100	16	16	100	3			14	14	100
Touro University-CA College of Education	1	1			1						1					

Appendix A-4: Pass-rate Data for Alternate Route Teacher Preparation Programs

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Route Teacher Preparation Programs, 3rd Yr Update 04-05

Legend: T=Program completers who took any required exam
P=Program completers who passed any required exam
%=Percent passed

Program	Program Completers	Overall summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
UC Berkeley	6	6			6			6						5		
UC Irvine	1	1			1						1					
UC Los Angeles	105	105	104	99	102	102	100	56	56	100	43	42	98	52	52	100
UC Riverside	33	33	33	100	33	33	100	10	10	100	14	14	100	10	10	100
UC San Diego	35	35	35	100	35	35	100				17	17	100			
University of LaVerne	116	116	116	100	115	115	100	50	50	100	43	43	100	35	35	100
University of Phoenix	6	6			6			3			3			3		
University of Redlands	60	60	54	90	59	59	100	22	20	91	25	21	84	20	20	100
University of San Diego	7	7			7			6						6		
University of San Francisco	29	29	29	100	29	29	100	24	24	100	3			1		
University of the Pacific	7	7			7			3			2			1		
Western Governors University	1	1			1						1					
Whittier College	19	19	19	100	19	19	100	1			6			2		
Statewide Total	**4997**	**4990**	**4950**	**99**	**4959**	**4958**	**100**	**2976**	**2962**	**100**	**1195**	**1177**	**98**	**2296**	**2289**	**100**

[1]Academic Content Areas - Art, English, Languages Other Than English, Math, Music, Social Science, and Science

[2]Other Content Areas - Multiple Subject, Agriculture, Business, Health Science, Home Economics, Industrial & Technology Education, Physical Education

Note-Pass-rates are not calculated for programs with less than ten candidates.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Alliant International University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Alliant International University's Graduate School of Education is to produce competent, confident, and conscientious educational leaders who will promote and empower academic success, personal growth, and professional achievement of all in a global society. We accomplish this by offering our students exceptional professional preparation centered on multidisciplinary and holistic approaches to education.
The mission of the Teacher Education Program supports the university mission by emphasizing critical thinking, ethics, and practical application of teaching skills. This commitment involves preparing teachers to be skilled practitioners utilizing reflective, inquiry-based thinking to continue to learn and improve the quality of what they do. We want teachers to significantly impact student learning in the classroom, school, and the educational community. Thus, our program is distinguished by a dynamic responsiveness to current issues and problems in today's classrooms. A multicultural and global perspective in which multiple viewpoints is reflected in this program.
Small class size provides numerous opportunities for students to work together and form a cohort as well as receive individual attention from the instructor. Evening sessions allow working adults the opportunity to participate in the program. A qualified faculty from diverse backgrounds provides our students with the knowledge to be problem solvers, information and technology managers, and capable, effective communicators. These skills are practically applied by those practitioners already in classrooms and during the student-teaching experience for those who are not yet in the classroom.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Teacher Education Program at AIU is characterized by a commitment to excellence on the part of faculty, staff, and students. The Teacher Education faculty consists of full, associate, and assistant professors holding doctoral degrees and skilled practitioners holding Master of Arts Degrees in Education. Our Student Services Department is staffed by qualified professionals who provide personal guidance and assistance to students. Small class size provides opportunities for students to learn and practice instructional strategies such as collaborative learning, reflective thinking, and innovative use of technology, and to develop classroom management skills. Our students tend to be serious individuals interested in becoming skilled practitioners who can make a positive difference in the lives of children.
The AIU Education Department maintains partnerships with schools in local districts providing faculty with an opportunity to work closely with teachers in the field on infusing critical thinking into all areas of the curriculum. These collaborations combine the know-how of experienced teachers with that of experienced professors to be in the forefront of educational improvement. Also, embedded in the curriculum is technology training as an invisible tool of a 21st century educator as she/he designs, delivers, and evaluates authentic learning experiences for students. Alliant International University encourages teachers who positively impact the lives of their students, the culture of the school, and the reputation of the community .We encourage a career long relationship between the practicing teacher and Alliant in order to continually achieve these goals.

Institution/Program: **Alliant International University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The AIU Graduate School of Education Internship program has expanded to now include an Early Completion Option pathway for alternative certification, focusing on the practicing intern teacher as well as the Education Specialist: Mild/Moderate Disabilities Levels I and II for 2007-08. This program growth reflects the growing needs of local districts for support and training of employed Intern Teachers. The Program has expanded beyond our San Diego and San Francisco campuses to now also include our Los Angles and Sacramento campuses.

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

http://www.alliant.edu/wps/wcm/connect/website/Home/About+Alliant/Schools+%26+Colleges/Shirley+Hufstedler+School+of+Education/

Institution/Program: **Alliant International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	73	3	70
Single Subject Candidates	71	4	67
Education Specialist Candidates	27	0	27
Totals	171	7	164

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	72	3	69
Single Subject Candidates	67	4	63
Education Specialist Candidates	26	0	26
Totals	165	7	158

Institution/Program: **Alliant International University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**3**	**18**	
In Academic Positions with Rights and Responsibilities	1	3	
In Non-Academic Positions without Rights and Responsibilities	2	15	
Single Subject Programs	**2**	**18**	
In Academic Positions with Rights and Responsibilities	0	2	
In Non-Academic Positions without Rights and Responsibilities	2	16	
Education Specialist Programs	**0**	**8**	
In Academic Positions with Rights and Responsibilities	0	1	
In Non-Academic Positions without Rights and Responsibilities	0	7	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1 :1	3.89 :1	:1
Single Subject Programs	2 :1	3.72 :1	:1
Education Specialist Programs	0 :1	3.38 :1	:1

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

Institution/Program: **Alliant International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	18	540
Single Subject Programs	30	18	540
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Alliant International University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	7	--	--	100%	141	140	99%
Aggregate	7	--	--	100%	141	140	99%
Professional Knowledge/Pedagogy							
RICA	1	--	--	99%	78	78	100%
Aggregate	1	--	--	99%	78	78	100%
Academic Content Areas							
CSET English I	1	--	--	100%	12	12	100%
CSET English II	1	--	--	100%	12	12	100%
CSET English III	1	--	--	100%	12	12	100%
CSET English IV	1	--	--	100%	12	12	100%
CSET Math I	0	--	--	99%	22	22	100%
CSET Math II	0	--	--	99%	22	22	100%
CSET Math III	0	--	--	95%	11	10	91%
CSET Sci III Bio/Life	0	--	--	99%	12	12	100%
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci III Physics	0	--	--	100%	3	--	--
CSET Science I	0	--	--	100%	17	17	100%
CSET Science II	0	--	--	100%	17	17	100%
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	3	--	--	99%	56	55	98%
Other Content Areas							
CSET Business Subtest I	1	--	--	89%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	3	--	--	100%	86	86	100%
CSET MSE II	3	--	--	100%	86	86	100%
CSET MSE III	3	--	--	100%	86	86	100%
Aggregate	4	--	--	100%	86	86	100%
Summary Totals and Pass Rate	7	--	--	99%	146	144	99%

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

Institution/Program: **Alliant International University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	33	33	100%	100%	32	32	100%
Aggregate	33	33	100%	100%	32	32	100%
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	10	10	100%
Aggregate	16	16	100%	99%	10	10	100%
Academic Content Areas							
CSET English I	6	--	--	100%	7	--	--
CSET English II	6	--	--	100%	7	--	--
CSET English III	6	--	--	100%	7	--	--
CSET English IV	6	--	--	100%	7	--	--
CSET Math I	0	--	--	100%	4	--	--
CSET Math II	0	--	--	100%	4	--	--
CSET Math III	0	--	--	93%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	0	--	--	99%	5	--	--
CSET Science II	0	--	--	99%	5	--	--
CSET Social Sci I	2	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	2	--	--
Aggregate	9	--	--	99%	21	21	100%
Other Content Areas							
CSET MSE I	12	12	100%	100%	7	--	--
CSET MSE II	12	12	100%	100%	7	--	--
CSET MSE III	12	12	100%	100%	7	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	16	16	100%	100%	8	--	--
Summary Totals and Pass Rate	33	33	100%	99%	32	32	100%

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

Institution/Program: **Alliant International University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Antioch University Los Angeles**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) at Antioch University Los Angeles prepares teachers who will specialize in teaching literacy, are knowledgeable about building character and citizenship skills, and actively resist cultural, economic and racial bias. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems upon which humankind depends for its continued survival. The MAE/TC Program seeks to prepare competent, effective teachers who have the educational and social skills to influence change in their schools, helping to make their classrooms and school communities places where all members can learn and develop. To prepare its students to address social justice issues in education, the MAE/TC program provides theories, teaching methods and experience appropriate for effective work in low-performing schools where inequities are most prominent. The credential preparation courses are offered at the graduate level. Students continue in the Program studying more advanced courses in pedagogy, curriculum and leadership to earn a Master of Arts degree in Education. The Program serves the local school communities of Los Angeles that have significant proportions of lower socio-economic groups, underrepresented ethnic groups and second-language learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Professional preparation courses are offered at the graduate level. In all courses, candidates study both theory and methods and learn to critically evaluate pedagogy and curricular content. Candidates are taught the skills of inquiry and learn to view themselves as researchers and their classrooms and school as social laboratories. Candidates study both accepted and emergent theories of learning, including current research on multiple intelligences, ethical development and learning differences. The course and fieldwork for all candidates is tailored to prepare them to work in low-performing schools and, particularly, with second-language learners. The curriculum includes methods courses in art, civic education and physical education and candidates are taught ways to provide creative, integrated curriculum that provides access to core content areas for all students. Candidates are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the Program's curriculum.

Institution/Program: **Antioch University Los Angeles**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: **Antioch University Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	27	27	
Single Subject Candidates			
Education Specialist Candidates			
Totals	27	27	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	16	16	
Single Subject Candidates			
Education Specialist Candidates			
Totals	16	16	

Institution/Program: **Antioch University Los Angeles**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**19**		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	17		
Single Subject Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8.75 :1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Antioch University Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	10	320
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Antioch University Los Angeles**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	10	10	100%	100%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	99%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Summary Totals and Pass Rate	10	10	100%	99%	0	--	--

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

Institution/Program: Antioch University Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

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

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

Institution/Program: **Antioch University Los Angeles**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Antioch University Santa Barbara**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master of Arts in Education and Teacher Credentialing Program (MAE/TC) at Antioch University Santa Barbara prepares teachers who will specialize in teaching literacy, are knowledgeable about building character and citizenship skills, and actively resist cultural, economic, and racial bias. Moreover, Antioch's teachers educate their students to understand and respect the ecological systems upon which humankind depends for its continued survival. The MAE/TC Program seeks to prepare competent, effective teachers who have the educational and social skills to influence change in their schools, helping to make their classrooms and school communities places where all members can learn and develop. To prepare its students to address social justice issues in education, the MAE/TC Program provides theories, teaching methods, and experience appropriate for effective work in low-performing schools where inequities are most prominent. The credential preparation courses are offered at the graduate level. Students continue in the Program studying more advanced courses in pedagogy, curriculum, and leadership to earn a Master of Arts degree in Education. The Program serves the local school communities that have significant proportions of lower socio-economic groups, underrepresented ethnic groups, and second-language learners. Both a multiple subject credential for elementary teaching and an education specialist credential in mild to moderate disabilities are offered.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Professional preparation courses are offered at the graduate level. In all courses, candidates study both theory and methods, and learn to critically evaluate pedagogy and curricular content. Candidates are taught the skills of inquiry, and learn to view themselves as researchers and their classrooms and schools as social laboratories. Candidates study both accepted and emergent theories of learning, including current research on multiple intelligences, ethical development, and learning differences. The course and field work for all candidates is tailored to prepare them to work in low-performing schools and, particularly, with second-language learners. The curriculum includes methods courses in art, civic education, and physical education, and candidates are taught ways to provide a creative, integrated curriculum that provides access to the core content areas for all students. Candidates are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the Program's curriculum.

Institution/Program: **Antioch University Santa Barbara**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

Institution/Program: **Antioch University Santa Barbara**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	13	13	0
Single Subject Candidates			
Education Specialist Candidates	10	9	1
Totals	23	22	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	13	
Single Subject Candidates			
Education Specialist Candidates	3	2	1
Totals	16	15	1

Institution/Program: **Antioch University Santa Barbara**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Antioch University Santa Barbara**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Antioch University Santa Barbara**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	12	12	100%	100%	1	--	--
Aggregate	12	12	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	99%	1	--	--
Aggregate	12	12	100%	99%	1	--	--
Summary Totals and Pass Rate	12	12	100%	99%	1	--	--

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

Institution/Program: **Antioch University Santa Barbara**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	26	26	100%	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	99%	0	--	--
Aggregate	25	25	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	100%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Summary Totals and Pass Rate	26	26	100%	99%	0	--	--

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

Institution/Program: **Antioch University Santa Barbara**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Argosy University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

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

Program excellence has also been demonstrated as Argosy University has developed meaningful working relationships with surrounding school districts. Additional school districts utilize our students for student teaching as a result of these solidified relationships. The Argosy University Teacher Credential Preparation program is pleased with the contributions it has made to the field of education. We will continue to strive to provide our students with the cutting-edge approaches to dynamic teaching and learning.

Institution/Program: **Argosy University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

1. Further developing relationships with area school districts so that student teachers could be placed in meaningful and varied Field Experience situations.

2. Improved student tracking system so that program administration can more easily assist students in making important career decisions.

3. Significant improvement in library services through enhanced data base and print media opportunities.

4. Strengthened the Advisory Boards in northern and southern California.

5. Hired a professor of practice to administer the TPA process for all of California.

6. Referenced all syllabi assignments with TPEs.

7. Imported fieldwork into each course.

8. Enlarged the adjunct faculty base.

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

Institution/Program: **Argosy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	13	13	
Single Subject Candidates	26	26	
Education Specialist Candidates	0	0	
Totals	39	39	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	13	
Single Subject Candidates	26	26	
Education Specialist Candidates			
Totals	39	39	

Institution/Program: **Argosy University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**		
In Academic Positions with Rights and Responsibilities	13		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**9**		
In Academic Positions with Rights and Responsibilities	9		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Argosy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	7	210
Single Subject Programs	30	7	210
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Argosy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	10	9	90%	100%	0	--	--
Aggregate	10	9	90%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	3	--	--	99%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Summary Totals and Pass Rate	10	9	90%	99%	0	--	--

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

Institution/Program: **Argosy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	49	49	100%	100%	0	--	--
Aggregate	49	49	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	99%	0	--	--
Aggregate	25	25	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	94%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	5	--	--	100%	0	--	--
CSET Math II	5	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	21	21	100%	100%	0	--	--
CSET MSE II	21	21	100%	100%	0	--	--
CSET MSE III	21	21	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Summary Totals and Pass Rate	49	49	100%	99%	0	--	--

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

Institution/Program: **Argosy University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Azusa Pacific University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Traditional and intern programs are offered in a convenient late afternoon/evening nine week term format for Multiple Subject, Single Subject, and Special Education Mild/Moderate teacher preparation. Teacher credentialing programs are offered on the Azusa Campus and seven regional centers located in Southern California. Of the graduate student population, 63% are female, 35% ethnic minorities, and 7% are international students that reflect the ethnic and linguistic diversity of the school districts in which the future teachers will serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Azusa Pacific University is regionally accredited by WASC and was reaccredited in March 2007 by the Commission on Teacher Credentialing (CTC) and the National Council on the Accreditation of Teacher Education (NCATE) for a full seven years. Full-time, part-time (50% contracts), and adjunct faculty in the Teacher Education Programs at APU represent a broad range of educational experience and expertise. The School of Education employs 78 full-time faculty who serve in seven departments.

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

The Conceptual Framework for the School of Education states that the School's mission is to produce teacher candidates who are ethical, responsive, and informed practitioners. To achieve this objective, candidates are assessed on subject matter knowledge, pedagogy, and disposition from admission to graduation. As early adopters of the California Teacher Performance Assessment (TPA), the School of Education has successfully infused assessment of all these areas into its curriculum.

Institution/Program: **Azusa Pacific University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

Institution/Program: **Azusa Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	381	254	127
Single Subject Candidates	312	157	155
Education Specialist Candidates	372	98	274
Totals	1,065	509	556

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	278	181	97
Single Subject Candidates	188	64	124
Education Specialist Candidates	286	28	258
Totals	752	273	479

Institution/Program: **Azusa Pacific University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**35**	**33**	
In Academic Positions with Rights and Responsibilities	8	7	
In Non-Academic Positions without Rights and Responsibilities	27	26	
Single Subject Programs	**30**	**30**	
In Academic Positions with Rights and Responsibilities	3	6	
In Non-Academic Positions without Rights and Responsibilities	27	24	
Education Specialist Programs	**13**	**34**	
In Academic Positions with Rights and Responsibilities	3	7	
In Non-Academic Positions without Rights and Responsibilities	10	27	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	14 :1	:1
Single Subject Programs	3 :1	6 :1	:1
Education Specialist Programs	3 :1	8 :1	:1

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

Institution/Program: **Azusa Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Azusa Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	280	280	100%	100%	214	214	100%
Aggregate	280	280	100%	100%	214	214	100%
Professional Knowledge/Pedagogy							
RICA	207	206	100%	99%	136	135	99%
Aggregate	207	206	100%	99%	136	135	99%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	1	--	--
CSET Art Subtest II	2	--	--	100%	1	--	--
CSET English I	9	--	--	100%	20	20	100%
CSET English II	9	--	--	100%	20	20	100%
CSET English III	9	--	--	100%	20	20	100%
CSET English IV	9	--	--	100%	20	20	100%
CSET Math I	1	--	--	99%	10	10	100%
CSET Math II	1	--	--	99%	10	10	100%
CSET Math III	0	--	--	95%	1	--	--
CSET Music Subtest I	3	--	--	100%	0	--	--
CSET Music Subtest II	3	--	--	100%	0	--	--
CSET Music Subtest III	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	99%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	4	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	2	--	--
CSET Sci IV Earth/Planetary	0	--	--	100%	2	--	--
CSET Science I	4	--	--	100%	8	--	--
CSET Science II	4	--	--	100%	8	--	--
CSET Social Sci I	15	15	100%	100%	6	--	--
CSET Social Sci II	15	15	100%	100%	6	--	--
CSET Social Sci III	15	15	100%	100%	6	--	--
CSET Spanish Subtest I	2	--	--	100%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	38	38	100%	99%	51	51	100%
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
CSET Business Subtest I	1	--	--	89%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET Health Subtest I	1	--	--	100%	1	--	--
CSET Health Subtest II	1	--	--	100%	1	--	--
CSET Health Subtest III	1	--	--	100%	1	--	--
CSET Home Economics Subtest I	0	--	--	100%	1	--	--
CSET Home Economics Subtest II	0	--	--	100%	1	--	--
CSET Home Economics Subtest III	0	--	--	100%	1	--	--
CSET MSE I	208	208	100%	100%	128	128	100%
CSET MSE II	208	208	100%	100%	128	128	100%
CSET MSE III	208	208	100%	100%	128	128	100%

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

Institution/Program: Azusa Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	446	446	100%	100%	253	253	100%
Aggregate	446	446	100%	100%	253	253	100%
Professional Knowledge/Pedagogy							
RICA	345	343	99%	99%	165	164	99%
Aggregate	345	343	99%	99%	165	164	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
CSET English I	8	--	--	100%	17	17	100%
CSET English II	8	--	--	100%	17	17	100%
CSET English III	8	--	--	100%	17	17	100%
CSET English IV	8	--	--	100%	17	17	100%
CSET Math I	8	--	--	100%	15	15	100%
CSET Math II	8	--	--	100%	15	15	100%
CSET Math III	2	--	--	93%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	10	10	100%
CSET Sci III Chemistry	1	--	--	100%	5	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Sci IV Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	13	13	100%
CSET Science II	6	--	--	99%	13	13	100%
CSET Social Sci I	15	15	100%	100%	7	--	--
CSET Social Sci II	15	15	100%	100%	7	--	--
CSET Social Sci III	15	15	100%	100%	7	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Mandarin S* (19)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	1	--	--
Music S* (13)	1	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	4	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	4	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	4	--	--
Aggregate	45	45	100%	99%	62	62	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	269	269	100%	100%	85	85	100%
CSET MSE II	269	269	100%	100%	85	85	100%
CSET MSE III	269	269	100%	100%	85	85	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	24	24	100%	100%	23	23	100%
MSAT (0140 + 0151)	13	13	100%	100%			

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

Institution/Program: **Azusa Pacific University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Bethany University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The program of professional preparation for teachers at Bethany University, a small, private, Christian university, has at its core the mission of preparing leaders for the church and for society. Leadership is defined as exemplifying quality and caring service to others. This focus on servant leadership is demonstrated in the teacher preparation program by the focus on the individual student. The approaches to teaching K - 12 students presented in the course work and the support and instruction provided to the prospective teacher, model this focus on the individual student. Preparing teachers to serve by leading through example, by providing quality instruction, and by being caring, competent individuals is the goal of the program. Recipients of this service include not only the students in their classrooms, but also parents, colleagues, and the broader educational community. Teachers prepared at Bethany University are qualified to serve in a variety of contexts, public elementary, middle, or high schools, private schools, international schools, home schools, or in mission contexts around the world. Quality, caring leadership is needed everywhere, and the professional preparation program at Bethany University equips individuals to be leaders wherever they choose to serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

During the 2007-2008 academic year the professional preparation program at Bethany University has continued to emphasize the importance of coaching and mentoring. Coaching includes review of material related to the teaching of the California content standards and association with standards in the respective field of study. This coaching, combined with supervision and coaching in pedagogy, provides candidates a strong foundation with which to begin a career as a professional educator.

Institution/Program: **Bethany University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

Institution/Program: **Bethany University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	55	55	
Single Subject Candidates	31	31	
Education Specialist Candidates	0	0	
Totals	86	86	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	16	16	
Single Subject Candidates	20	20	
Education Specialist Candidates	0	0	
Totals	36	36	

Institution/Program: **Bethany University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	8		
Single Subject Programs	**4**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	**0**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Bethany University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Bethany University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	13	13	100%	99%	0	--	--

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

Institution/Program: **Bethany University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	11	11	100%	100%	1	--	--
Aggregate	11	11	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Academic Content Areas							
CSET Social Sci I	1	--	--	100%	1	--	--
CSET Social Sci II	1	--	--	100%	1	--	--
CSET Social Sci III	1	--	--	100%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	100%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Summary Totals and Pass Rate	11	11	100%	99%	1	--	--

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

Institution/Program: **Bethany University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Biola University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Biola University is biblically-centered education, scholarship, and service equipping men and women in mind and character to impact the world for the Lord Jesus Christ. Within this overarching mission and goal, Biola's School of Education strives to fulfill its vision to equip a generation of influential educators focused on God's calling, devoting their strengths, gifts, and scholarship, to meet the needs of diverse students and to advance the Kingdom of God. For several decades, Biola's School of Education (formerly Department of Education) has taken pride in its role of preparing the finest educators within a context of practical, hands-on learning, through a combination of extensive community involvement and full-time faculty who bring rich and diverse experiences to the instructional setting. In compliance with the Program Standards of the California Commission on Teacher Credentialing, Biola's CCTC-accredited Multiple Subject and Single Subject programs include practicum fieldwork in the widely diverse public and private schools of the greater Los Angeles and Orange County areas. Additionally, Biola's teaching credential candidates are offered the opportunity to complete a portion of their student teaching field practicum in a variety of overseas school settings. Through a variety of field placements and challenging coursework, candidates in Biola University's Teacher Preparation Program are equipped with not only the credential to serve in public and private education, but with the experiential wisdom needed for successful teaching in diverse educational environments.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

Institution/Program: **Biola University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

1. A new position of TPA Coordinator was established in order to provide candidates with greater support and remediation assistance with TPA submissions.

2. The TPA Coordinator and Administrative Assistant developed a CalTPA section on the Biola University Blackboard website to streamline TPA submission and to provide candidates access to all TPA related materials.

3. The Teacher Preparation Committee reevaluated the placement of TPAs in our Teacher Preparation coursework. In order to prevent our candidates from needing to complete two TPAs during the demanding semester of student teaching, the placement of TPAs #2 and #3 were rearranged. Beginning in Fall 2009, there will be only one TPA in each teacher preparation course.

4. In order to better prepare candidates for CSET exams, CSET prep courses were designed and will be available to students beginning in Fall 2009 forward.

5. In order to better prepare multiple subject candidates, three new pedagogy courses (Math/Science, Health, and Social Studies) were approved Fall 2008 and will be available beginning Fall 2009.

6. In order to better prepare single subject candidates, a content specific pedagogy course for each single subject content area was approved Fall 2008 and will be available beginning Fall 2009.

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

Institution/Program: **Biola University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	197	196	1
Single Subject Candidates	130	127	3
Education Specialist Candidates	0	0	0
Totals	327	323	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	58	57	1
Single Subject Candidates	30	27	3
Education Specialist Candidates	0	0	0
Totals	88	84	4

Institution/Program: **Biola University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**2**	**0**
In Academic Positions with Rights and Responsibilities	9	2	0
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**8**	**2**	**0**
In Academic Positions with Rights and Responsibilities	8	2	0
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Biola University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	19	665
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Biola University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	78	78	100%	100%	3	--	--
Aggregate	78	78	100%	100%	3	--	--
Professional Knowledge/Pedagogy							
RICA	54	54	100%	99%	0	--	--
Aggregate	54	54	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	0	--	--	99%	2	--	--
CSET Math II	0	--	--	99%	2	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	7	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	53	53	100%	100%	0	--	--
CSET MSE II	53	53	100%	100%	0	--	--
CSET MSE III	53	53	100%	100%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Summary Totals and Pass Rate	78	78	100%	99%	3	--	--

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

Institution/Program: Biola University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	101	101	100%	100%	0	--	--
Aggregate	101	101	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	63	63	100%	99%	0	--	--
Aggregate	63	63	100%	99%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	100%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Summary Totals and Pass Rate	101	101	100%	99%	0	--	--

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

Institution/Program: **Biola University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **California Baptist University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within California Baptist University's Christian liberal arts context, the Metcalf School of Education faculty strives to develop reflective, accepting, and caring teachers, who will model the moral dimensions of Christian life as they offer instruction that is current, research-based, and planned to meet diverse pupil needs. Candidates will be skilled in collecting data through a variety of methods and using it in data-based decision-making to benefit pupils directly, as well as to influence service delivery and evaluation. Candidates are expected to develop an understanding of the diverse populations within schools in the region and the importance of collaboration and consultation with others. Students from all faith traditions are welcome.

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

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Many program qualities contribute to program excellence.

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

Institution/Program: **California Baptist University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

The Intern Pre-Service Report for internships in Multiple Subject, Single Subject, Mild/Moderate, and Moderate/Severe for 120 hours of preservice course/fieldwork was approved in June, 2008.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.calbaptist.edu/academics/school-of-education/

Institution/Program: **California Baptist University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	154	147	7
Single Subject Candidates	94	70	24
Education Specialist Candidates	71	47	24
Totals	319	264	55

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	55	50	5
Single Subject Candidates	28	13	15
Education Specialist Candidates	17	3	14
Totals	100	66	34

Institution/Program: **California Baptist University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**3**	**0**
In Academic Positions with Rights and Responsibilities	22	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**13**	**10**	**0**
In Academic Positions with Rights and Responsibilities	13	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**11**	**15**	**0**
In Academic Positions with Rights and Responsibilities	11	15	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **California Baptist University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: California Baptist University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	63	63	100%	100%	34	34	100%
Aggregate	63	63	100%	100%	34	34	100%
Professional Knowledge/Pedagogy							
RICA	53	53	100%	99%	19	19	100%
Aggregate	53	53	100%	99%	19	19	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	1	--	--	100%	2	--	--
CSET English II	1	--	--	100%	2	--	--
CSET English III	1	--	--	100%	2	--	--
CSET English IV	1	--	--	100%	2	--	--
CSET Math I	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	1	--	--
CSET Social Sci II	1	--	--	100%	1	--	--
CSET Social Sci III	1	--	--	100%	1	--	--
Aggregate	5	--	--	99%	4	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	53	53	100%	100%	19	19	100%
CSET MSE II	53	53	100%	100%	19	19	100%
CSET MSE III	53	53	100%	100%	19	19	100%
CSET Physical Education Subtest I	2	--	--	99%	1	--	--
CSET Physical Education Subtest II	2	--	--	99%	1	--	--
CSET Physical Education Subtest III	2	--	--	99%	1	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	57	57	100%	100%	20	20	100%
Summary Totals and Pass Rate	66	66	100%	99%	34	34	100%

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

Institution/Program: California Baptist University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	144	144	100%	100%	16	16	100%
Aggregate	144	144	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	104	103	99%	99%	10	10	100%
Aggregate	104	103	99%	99%	10	10	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET English I	5	--	--	100%	2	--	--
CSET English II	5	--	--	100%	2	--	--
CSET English III	5	--	--	100%	2	--	--
CSET English IV	5	--	--	100%	2	--	--
CSET Math I	3	--	--	100%	1	--	--
CSET Math II	3	--	--	100%	1	--	--
CSET Math III	2	--	--	93%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Aggregate	20	17	85%	99%	4	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	82	82	100%	100%	7	--	--
CSET MSE II	82	82	100%	100%	7	--	--
CSET MSE III	82	82	100%	100%	7	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	89	89	100%	100%	8	--	--
Summary Totals and Pass Rate	144	140	97%	99%	16	15	94%

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

Institution/Program: **California Baptist University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **California Lutheran University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to 'educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.' Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and the San Fernando Valley portion of the Los Angeles Unified School District are served through evening and summer classes. Cal Lutheran has several partnership agreements with the Ventura County Superintendent of Schools Office and the Los Angeles Unified School District.

Candidates are recommended for Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials (which include authorization to teach English learners) after completion of all credential requirements including the Elementary or Secondary Teacher Preparation Program. The summative criterion for recommendation is passage of four California Teaching Performance Assessments. These assessments are designed to be both formative and summative, and to measure the knowledge and skills of beginning teachers.

The Special Education Program provides qualification for the Education Specialist Teaching Credential, with authorizations in Mild to Moderate, Moderate to Severe, and Deaf and Hard of Hearing Disabilities. The majority of special education candidates qualify for internship credentials, teaching full time while working

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

California Lutheran University's program continues to strengthen its elementary Professional Development School (PDS) located in Moorpark, California, and has a new partnership with a middle school in Thousand Oaks, California. This PDS format provides significant support to elementary and secondary teacher candidates, where faculty and administration in the schools are committed to providing strong preparation acting in partnership with the University faculty. This program greatly enhances the preparation experience. In addition, there are numerous opportunities for research and professional development for both faculties.

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

Institution/Program: **California Lutheran University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

California Lutheran University's professional teacher preparation program has a new partnership with a Professional Development School (PDS) in Thousand Oaks, California. In addition to the existing elementary school partnership, this middle school partnership provides an excellent training ground for single subject teacher candidates and a living laboratory for faculty to conduct research. It also provides professional development support for new and master teachers in the ongoing pursuit of success for all students.

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

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

Institution/Program: **California Lutheran University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	106	104	2
Single Subject Candidates	100	91	9
Education Specialist Candidates	95	48	47
Totals	301	243	58

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	45	1
Single Subject Candidates	30	27	3
Education Specialist Candidates	53	36	17
Totals	129	108	21

Institution/Program: **California Lutheran University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**	**3**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	11	3	0
Single Subject Programs	**13**	**7**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	13	6	0
Education Specialist Programs	**3**	**4**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	3 :1	0 :1
Single Subject Programs	2 :1	3 :1	0 :1
Education Specialist Programs	2 :1	5 :1	0 :1

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

Institution/Program: **California Lutheran University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	15	490
Single Subject Programs	32	15	490
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: California Lutheran University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	76	76	100%	100%	14	14	100%
Aggregate	76	76	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	49	49	100%	99%	8	--	--
Aggregate	49	49	100%	99%	8	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	5	--	--	99%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	7	--	--	100%	1	--	--
CSET Social Sci II	7	--	--	100%	1	--	--
CSET Social Sci III	7	--	--	100%	1	--	--
Aggregate	14	13	93%	99%	2	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	48	48	100%	100%	8	--	--
CSET MSE II	48	48	100%	100%	8	--	--
CSET MSE III	48	48	100%	100%	8	--	--
CSET Physical Education Subtest I	0	--	--	99%	1	--	--
CSET Physical Education Subtest II	0	--	--	99%	1	--	--
CSET Physical Education Subtest III	0	--	--	99%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	50	50	100%	100%	9	--	--
Summary Totals and Pass Rate	76	75	99%	99%	14	14	100%

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

Institution/Program: California Lutheran University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	108	108	100%	100%	9	--	--
Aggregate	108	108	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	73	73	100%	99%	6	--	--
Aggregate	73	73	100%	99%	6	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	5	--	--	93%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	0	--	--
Aggregate	20	18	90%	99%	1	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	41	41	100%	100%	3	--	--
CSET MSE II	40	40	100%	100%	3	--	--
CSET MSE III	40	40	100%	100%	3	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
MSAT (0140 + 0151)	7	--	--	100%	1	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	54	54	100%	100%	6	--	--
Summary Totals and Pass Rate	108	106	98%	99%	9	--	--

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

Institution/Program: **California Lutheran University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California Polytechnic State University, San Luis Obispo, part of the California State University System, is a comprehensive public institution located on the central coast of California. Nationally recognized for its polytechnic emphasis, it enrolls over 18,000 students in bachelor's and master's degree programs in the Colleges of Agriculture, Food, and Environmental Sciences; Architecture and Environmental Design; Business; Engineering; Liberal Arts; and Science and Mathematics. In addition, the College of Education offers post-baccalaureate credentials, master's degrees, and a joint education doctoral program with the University of California, Santa Barbara. The College of Education, together with campus and K-12 partners, develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society. The College of Education translates Cal Poly's "learn by doing" philosophy as dynamic school-university partnerships that emphasize quality teaching, current educational practice, applied research, and a strong commitment to serve the community. Accredited by the California Commission on Teacher Credentialing (CCTC), our programs provide teacher education and education specialist students with unique, direct involvement in the best practices of instruction, and in the latest applications of discoveries about learning, assessment, and schooling.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Cal Poly's teaching credential programs continue to attract top students from throughout the state and western region. Academic requirements are rigorous. Applicants to the multiple subject (elementary), single subject (secondary), and education specialist (special education) programs are required to have a minimum G.P.A. of 2.75 at admission and to maintain a 3.0 G.P.A. while enrolled. All candidates are required to pass the California Basic Education Skills Test and a professional aptitude interview. Each is expected to have strong academic preparation in a subject matter area by passing the appropriate state exam or completing a CCTC approved course sequence as part of an undergraduate degree. Multiple subject candidates must complete a three-course sequence in mathematics education as well as extensive methods instruction in reading, social studies, math, and science. All candidates follow a closely supervised, field-based curriculum linking small university classes to hands-on experience in surrounding public schools. Guided by Cal Poly faculty and teacher mentors, candidates take on gradually increasing levels of classroom responsibility, culminating in two quarters of student teaching. A computers-in-education focus acquaints candidates with cutting edge strategies for using technology to boost student achievement. Dedicated teacher education faculty are an interdisciplinary team at Cal Poly, located in the College of Education and in the Colleges of Agriculture, Food, and Environmental Sciences; Science and Mathematics; and Liberal Arts. Cal Poly teacher education graduates are recruited throughout the state and region and are highly successful in their search for teaching positions.

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

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

A number of innovative initiatives are moving forward in Cal Poly's College of Education. The College co-chairs the University's Center for Excellence in Science and Mathematics Education(CESaME). CESaME's focus on recruiting and preparing math and science teachers is paying off – pre-service candidates in math and the sciences have increased 3 fold in the last 2 years! CESaME continues to offer up-to-date professional development for experienced teachers, studying best practices in content pedagogical knowledge, and motivating K-12 students for STEAM (science, technology, engineering, agriculture, and mathematics) careers. In the multiple subjects program, a science education professor provides leadership in the Center linking partners across K-20. The multiple and single subject programs have embedded Performance Assessment for California Teachers (PACT) tasks and assignments in course work and the Teaching Event in the student teaching experience to meet CCTC's Teacher Performance Assessment requirement. In the single subject program, teacher educators and content educators are working together to develop integrated programs that more closely align subject matter knowledge and pedagogical content knowledge. In Special Education, faculty are engaged in a national project with general education colleagues that streams information on learners with special needs through all curricula. Across programs, the College has developed a web-based student advising system that will help faculty and students monitor progress toward credential completion. These innovations will significantly enhance the excellence and effectiveness of Cal Poly's teacher preparation programs in the future.

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	230	230	
Single Subject Candidates	153	153	
Education Specialist Candidates	42	42	
Totals	425	425	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	177	177	
Single Subject Candidates	112	112	
Education Specialist Candidates	14	14	
Totals	303	303	

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

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**		
In Academic Positions with Rights and Responsibilities	20		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**15**		
In Academic Positions with Rights and Responsibilities	15		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**3**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	171	171	100%	100%	0	--	--
Aggregate	171	171	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	99	99	100%	99%	0	--	--
Aggregate	99	99	100%	99%	0	--	--
Academic Content Areas							
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	0%	0	--	--
CSET Agriculture Subtest I	1	--	--	75%	0	--	--
CSET Agriculture Subtest II	1	--	--	75%	0	--	--
CSET Agriculture Subtest III	1	--	--	100%	0	--	--
CSET MSE I	89	89	100%	100%	0	--	--
CSET MSE II	89	89	100%	100%	0	--	--
CSET MSE III	89	89	100%	100%	0	--	--
Aggregate	91	89	98%	100%	0	--	--
Summary Totals and Pass Rate	172	170	99%	99%	0	--	--

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	198	198	100%	100%	0	--	--
Aggregate	198	198	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	116	116	100%	99%	0	--	--
Aggregate	116	116	100%	99%	0	--	--
Academic Content Areas							
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	100%	0	--	--
CSET English IV	7	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	23	23	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	67	67	100%	100%	0	--	--
CSET MSE II	67	67	100%	100%	0	--	--
CSET MSE III	67	67	100%	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	0	--	--
Aggregate	78	78	100%	100%	0	--	--
Summary Totals and Pass Rate	198	198	100%	99%	0	--	--

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

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

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for learning, leadership, and careers in a changing multicultural world. The College of Education and Integrative Studies provides an interactive, inquiry-based environment incorporating a multi-disciplinary and interdisciplinary curriculum. Our graduates are prepared to address the complex issues that confront our communities by working toward building a creative and democratic society. The Department of Education prepares K-12 teachers seeking credentials in Multiple Subject (elementary education); Single Subject (secondary education); basic licensure with Cross-cultural, Language and Academic Development (CLAD) or Bilingual (Spanish and Asian Languages) Cross-cultural Language and Academic Development (BCLAD) emphases; and Special Education (Mild/Moderate and Moderate/Severe). The programs seek to develop teacher candidates who: 1) exhibit respect for the dignity of all students, regardless of academic achievement, intellectual potential, social maturity, gender, or ethnic, cultural or racial background; 2) are academically well-prepared in their field of subject-matter expertise; 3) demonstrate best practices in the pedagogy of teaching with appropriate application to meet student needs; and 4) are committed to lifelong learning, are stimulated by open inquiry, and desire to share these qualities with others. The programs are committed to excellence in professional preparation that provides teacher candidates with the opportunity to acquire the skills, intellectual strategies, critical attitudes, and broad perspectives necessary to serve the needs of our schools and communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The basic credential programs emphasize the integration of theory and practice in the study of education foundations, curriculum, and pedagogy with an emphasis in the teaching of reading. The emphasis on the teaching of reading has a dual focus: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The basic programs are organized in the four areas of program prerequisites, foundations, methods of teaching, and clinical practice. The preparation of teachers at Cal Poly Pomona is a university-wide function. Increased field experiences and service learning components provide students with opportunities for professional observations, initial practice, and increased practical responsibilities in diverse educational and community settings. Clinical practice includes two 10-week quarters of full-day teaching.

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

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

As a result of work undertaken by a US Dept. of Education Teacher Quality Enhancement Grant, the following activities were implemented or expanded:

- Continued development of new Professional Development Schools including the inclusion of middle school as part of the network.
- The hiring of six Professional Associates (PAs) who are highly qualified teachers from partnership K -12 schools. PA s work along side university faculty in teaching. They are a critical element in the development of the PDS schools.
- A critical review of supervision methods used during clinical practice. This includes the adoption and adaption of the clinical supervision model developed by the New Teacher Center (NTC) at UC Santa Cruz.
- Implementation of the California Teacher Performance Assessment as the culminating, high-stakes assessment measure required by the state.

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	129	125	4
Single Subject Candidates	115	58	57
Education Specialist Candidates	68	9	59
Totals	312	192	120

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	129	125	4
Single Subject Candidates	115	58	57
Education Specialist Candidates	68	9	59
Totals	312	192	120

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

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**26**	**4**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	22	4	0
Single Subject Programs	**25**	**22**	**0**
In Academic Positions with Rights and Responsibilities	10	6	0
In Non-Academic Positions without Rights and Responsibilities	15	16	0
Education Specialist Programs	**5**	**13**	**0**
In Academic Positions with Rights and Responsibilities	1	2	0
In Non-Academic Positions without Rights and Responsibilities	4	11	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	146	146	100%	100%	114	114	100%
Aggregate	146	146	100%	100%	114	114	100%
Professional Knowledge/Pedagogy							
RICA	100	100	100%	99%	54	53	98%
Aggregate	100	100	100%	99%	54	53	98%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	3	--	--	100%	6	--	--
CSET English II	3	--	--	100%	6	--	--
CSET English III	3	--	--	100%	6	--	--
CSET English IV	3	--	--	100%	6	--	--
CSET Math I	4	--	--	99%	12	12	100%
CSET Math II	4	--	--	99%	12	12	100%
CSET Math III	2	--	--	95%	6	--	--
CSET Sci III Bio/Life	0	--	--	99%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	4	--	--
CSET Science II	0	--	--	100%	4	--	--
CSET Social Sci I	3	--	--	100%	4	--	--
CSET Social Sci II	3	--	--	100%	4	--	--
CSET Social Sci III	3	--	--	100%	4	--	--
Aggregate	12	11	92%	99%	28	27	96%
Other Content Areas							
CSET Business Subtest I	1	--	--	89%	1	--	--
CSET Business Subtest II	1	--	--	100%	1	--	--
CSET Business Subtest III	1	--	--	100%	1	--	--
CSET MSE I	102	102	100%	100%	48	48	100%
CSET MSE II	102	102	100%	100%	48	48	100%
CSET MSE III	102	102	100%	100%	48	48	100%
CSET Physical Education Subtest I	3	--	--	99%	2	--	--
CSET Physical Education Subtest II	3	--	--	99%	2	--	--
CSET Physical Education Subtest III	3	--	--	99%	2	--	--
MSAT (0140 + 0151)	0	--	--	100%	2	--	--
Aggregate	106	106	100%	100%	53	53	100%
Summary Totals and Pass Rate	146	145	99%	99%	115	113	98%

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

Institution/Program: California State Polytechnic University - Pomona

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	298	298	100%	100%	90	90	100%
Aggregate	298	298	100%	100%	90	90	100%
Professional Knowledge/Pedagogy							
RICA	205	203	99%	99%	43	41	95%
Aggregate	205	203	99%	99%	43	41	95%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	2	--	--	100%	6	--	--
CSET English II	2	--	--	100%	6	--	--
CSET English III	2	--	--	100%	6	--	--
CSET English IV	2	--	--	100%	6	--	--
CSET Math I	8	--	--	100%	11	11	100%
CSET Math II	8	--	--	100%	11	11	100%
CSET Math III	7	--	--	93%	8	--	--
CSET Sci III Bio/Life	5	--	--	100%	5	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	7	--	--
CSET Science II	6	--	--	99%	7	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	1	--	--
English S* (01)	3	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Aggregate	24	24	100%	99%	29	26	90%
Other Content Areas							
CSET MSE I	121	121	100%	100%	27	27	100%
CSET MSE II	121	120	99%	100%	27	26	96%
CSET MSE III	121	121	100%	100%	27	27	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	35	34	97%	100%	4	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	158	156	99%	100%	31	29	94%
Summary Totals and Pass Rate	301	297	99%	99%	91	84	92%

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

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

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CalStateTEACH**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

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

CalStateTEACH is a program of supported, independent learning in which teacher candidates work in small groups, guided by both CSU faculty and on-site school mentors. This form of instruction allows part-time, home-based study and uses a rich mix of print, internet, video, and web-based materials. There are no regular university classes to attend; however, five all-day Saturday seminars are required during the program. After successfully completing the program and passing State-required exams, candidates earn a California Preliminary Multiple Subject Teaching Credential and up to 40 semester units of post-baccalaureate credit.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

CalStateTEACH is a unique integrated program, not a collection of individual courses. It is configured to meet the developmental needs of teachers from their first days in the classroom through their growth into competent teachers who can work effectively with diverse populations. Its mission is to prepare highly skilled teachers who utilize critical thinking, creativity, and reflection to inform their professional decision-making. It is committed to fostering the ethical development of teachers and to ensuring that its graduates recognize the teacher as a moral force within the classroom.

Since the program has a strong application-based foundation, candidates are either teaching full-time in their own classrooms or completing field experiences and student teaching. Through field experiences, student teaching, or teaching in their own classrooms, candidates are quickly immersed in lesson planning, classroom management, assessment of students, and developing effective relationships with staff and parents. Candidates are introduced to critical knowledge and skills at the beginning of the program, which then builds on and extends those initial understandings throughout the entire program.

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

Institution/Program: **CalStateTEACH**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

The tasks assess candidates' knowledge of content-specific and developmentally appropriate pedagogy (Task 1); their ability to connect learning about student characteristics to instructional planning (Task 2); their skills in designing standards-based, developmentally appropriate student assessment activities (Task 3); and their competence in designing a standards-based lesson, in which they demonstrate (via a video taped sample) appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, managing instruction and student interaction, assessing student learning, and analyzing the strengths and weaknesses of the lesson.

CAlStateTEACH also makes considerabvle use of the IRIS online modules on educating students with special needs.

CalStateTEACH is committed to changes that allow for easier access to the program website, storing all program study guides and handbooks online. On-screen text is interactive with hyperlinks and adjustable-size fonts, and candidates and faculty have the ability to highlight or "mark up" text. Additionally,

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

Institution/Program: CalStateTEACH

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,099	802	297
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,099	802	297

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1099	802	297
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,099	802	297

Institution/Program: CalStateTEACH

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**64**	**64**	
In Academic Positions with Rights and Responsibilities	64	64	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CalStateTEACH**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	23	28	644
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CalStateTEACH

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	232	231	100%	100%	183	183	100%
Aggregate	232	231	100%	100%	183	183	100%
Professional Knowledge/Pedagogy							
RICA	225	220	98%	99%	178	171	96%
Aggregate	225	220	98%	99%	178	171	96%
Other Content Areas							
CSET MSE I	232	230	99%	100%	183	183	100%
CSET MSE II	232	230	99%	100%	183	183	100%
CSET MSE III	232	232	100%	100%	183	183	100%
Aggregate	232	230	99%	100%	183	183	100%
Summary Totals and Pass Rate	233	227	97%	99%	184	177	96%

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

Institution/Program: CalStateTEACH

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	333	333	100%
Aggregate	0	--	--	100%	333	333	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	336	333	99%
Aggregate	0	--	--	99%	336	333	99%
Other Content Areas							
CSET MSE I	0	--	--	100%	249	249	100%
CSET MSE II	0	--	--	100%	249	248	100%
CSET MSE III	0	--	--	100%	249	249	100%
MSAT (0140 + 0151)	0	--	--	100%	50	50	100%
Aggregate	0	--	--	100%	299	298	100%
Summary Totals and Pass Rate	0	--	--	99%	337	333	99%

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

Institution/Program: **CalStateTEACH**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Chapman University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Chapman University's programs in Education provide accessible, selected education credential and graduate degree programs of high quality to a variety of student populations through two distinctive academic units: (1) the School of Education (SOE) on the Orange campus and (2) the Education Division within University College (CUC), which includes its network of regional academic campuses. The deployment of traditional and alternative delivery models has enabled Chapman University to serve a great geographical portion of California and its diverse population. Operating under a common mission and philosophy, but defined differently according to the specific students and educational outcomes the units serve, the Chapman University- School of Education and the Chapman University College-Education Division prepare inquiring, reflective, ethical and productive educators who will work in public educational settings. We believe in progressive ideals and their importance in preparing students to be responsible members of a democracy. We encourage students to examine their roles as future educators not only through self-reflection, but also through the requirement for them to commit to socially responsible action. We expect our students to be change agents in the process of school improvement. We value not only the democratic access to knowledge, but also the critical examination of the social and political aspects of education. While we make an effort to learn from and make use of multiple theoretical paradigms; we believe it is most important to prepare educators to work with children and youth of diverse cultural backgrounds, economic levels, and value orientations, which are commonplace in contemporary America.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

There are a variety of factors that have contributed to the current level of success of our two Education academic units. One factor is smaller class size that promotes personalized learning. Another factor is the curricular emphasis on reading and language acquisition for all learners, which is indicative of the California Academic Content Standards and contemporary research regarding a balanced approach to literacy.

The two academic unit programs provide options for entry into Chapman education programs. The matriculation options consist of a traditional entry through the School of Education on the Orange campus and alternative entries and deliveries afforded by the academic campuses of Chapman University College-Education division. Both units maintain high standards of quality for the delivery of instruction, assessment, and learning outcomes. The talents, commitment, strong teaching background as well as the research productivity of the faculty constitute other important factors.

The School of Education on the Orange campus draws a significant number of students directly from its undergraduate programs. Chapman University College-Education Division is able to attract talented candidates who often are mature adult learners who are connected to their communities. In sum, the two distinct academic education units are well designed; faculty members are knowledgeable and effective, and credential candidates are capable and well prepared for classroom responsibilities.

Institution/Program: **Chapman University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Chapman University CCTC liaison:
Dr. Ellen Curtis-Pierce
Associate Vice Chancellor- Professional Accreditation and Faculty Development
ecpierce@chapman.edu

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

Institution/Program: **Chapman University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,219	988	231
Single Subject Candidates	1,038	658	380
Education Specialist Candidates	839	536	303
Totals	3,096	2,182	914

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	554	392	162
Single Subject Candidates	422	180	242
Education Specialist Candidates	318	82	236
Totals	1,294	654	640

Institution/Program: **Chapman University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**128**	**128**	
In Academic Positions with Rights and Responsibilities	128	128	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**107**	**107**	
In Academic Positions with Rights and Responsibilities	107	107	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**62**	**62**	
In Academic Positions with Rights and Responsibilities	62	62	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Chapman University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Chapman University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	456	456	100%	100%	409	409	100%
Aggregate	456	456	100%	100%	409	409	100%
Professional Knowledge/Pedagogy							
RICA	328	328	100%	99%	236	229	97%
Aggregate	328	328	100%	99%	236	229	97%
Academic Content Areas							
CSET Art Subtest I	4	--	--	100%	6	--	--
CSET Art Subtest II	4	--	--	100%	6	--	--
CSET English I	29	29	100%	100%	30	30	100%
CSET English II	29	29	100%	100%	30	30	100%
CSET English III	29	29	100%	100%	30	30	100%
CSET English IV	29	29	100%	100%	30	30	100%
CSET French Subtest I	1	--	--	100%	1	--	--
CSET French Subtest II	1	--	--	100%	1	--	--
CSET French Subtest III	1	--	--	100%	1	--	--
CSET Math I	17	17	100%	99%	31	31	100%
CSET Math II	17	17	100%	99%	31	31	100%
CSET Math III	2	--	--	95%	3	--	--
CSET Music Subtest I	4	--	--	100%	2	--	--
CSET Music Subtest II	4	--	--	100%	2	--	--
CSET Music Subtest III	4	--	--	100%	2	--	--
CSET Sci III Bio/Life	6	--	--	99%	10	10	100%
CSET Sci III Chemistry	1	--	--	100%	6	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	2	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	9	--	--	100%	14	14	100%
CSET Science II	9	--	--	100%	14	14	100%
CSET Social Sci I	23	23	100%	100%	24	24	100%
CSET Social Sci II	23	23	100%	100%	24	24	100%
CSET Social Sci III	23	23	100%	100%	24	24	100%
CSET Spanish Subtest I	2	--	--	100%	7	--	--
CSET Spanish Subtest II	2	--	--	100%	7	--	--
CSET Spanish Subtest III	2	--	--	100%	7	--	--
Aggregate	89	88	99%	99%	119	119	100%
Other Content Areas							
Business S* (15)	1	--	--	100%	2	--	--
CSET Business Subtest I	1	--	--	89%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET Health Subtest I	5	--	--	100%	6	--	--
CSET Health Subtest II	5	--	--	100%	6	--	--
CSET Health Subtest III	5	--	--	100%	6	--	--
CSET Home Economics Subtest I	1	--	--	100%	1	--	--
CSET Home Economics Subtest II	1	--	--	100%	1	--	--
CSET Home Economics Subtest III	1	--	--	100%	1	--	--
CSET Ind/Tech Educ Subtest I	0	--	--	100%	3	--	--

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

Institution/Program: Chapman University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	953	953	100%	100%	146	146	100%
Aggregate	953	953	100%	100%	146	146	100%
Professional Knowledge/Pedagogy							
RICA	581	579	100%	99%	75	74	99%
Aggregate	581	579	100%	99%	75	74	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	94%	0	--	--
Art S* (12)	4	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Art Subtest I	4	--	--	100%	0	--	--
CSET Art Subtest II	4	--	--	100%	0	--	--
CSET English I	53	53	100%	100%	12	12	100%
CSET English II	53	53	100%	100%	12	12	100%
CSET English III	53	53	100%	100%	12	12	100%
CSET English IV	53	53	100%	100%	12	12	100%
CSET Math I	48	48	100%	100%	7	--	--
CSET Math II	48	48	100%	100%	7	--	--
CSET Math III	10	10	100%	93%	2	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	33	33	100%	100%	9	--	--
CSET Sci III Chemistry	9	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	5	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	44	42	95%	99%	11	11	100%
CSET Science II	43	42	98%	99%	11	11	100%
CSET Social Sci I	67	67	100%	100%	10	10	100%
CSET Social Sci II	67	67	100%	100%	10	10	100%
CSET Social Sci III	67	67	100%	100%	10	10	100%
CSET Spanish Subtest I	13	13	100%	100%	0	--	--
CSET Spanish Subtest II	13	13	100%	100%	0	--	--
CSET Spanish Subtest III	13	13	100%	100%	0	--	--
English Praxis II	4	--	--	100%	2	--	--
English S* (01)	4	--	--	99%	2	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	4	--	--	96%	0	--	--
Music S* (13)	4	--	--	100%	0	--	--
Punjabi S* (23)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--		94%			

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

Institution/Program: **Chapman University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Claremont Graduate University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Claremont Graduate University (CGU) is to prepare a diverse group of outstanding individuals to assume leadership roles in the world-wide community through research, teaching and practice in selected fields. The CGU Teacher Education Internship Program asserts that the best social justice program a nation can offer its children is a great education. A free and just democratic nation must have a well-educated, personally responsible citizenry who are given every opportunity to fulfill their purpose in life, including raising healthy families that make up and contribute to the community. This opportunity begins in the home and ultimately includes the classroom, the workplace and larger society. To provide such an education, we need teachers deeply committed to academic excellence, equity, and integrity; who work diligently to develop the skills and attitudes necessary to teach every child as though they were teaching their own; who collaborate with the parents of their students, other educators and policy makers; and who use technology and other resources as a means to maximize achievement and opportunities. The integrity and character of great teachers prompts them to hold themselves accountable for doing the hard work it takes to make this vision a reality for all the students assigned to their classrooms. The 36 unit combined MA and Credential program prepares teachers to teach multiple or single subjects, in either general or special education settings, to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and are multilingual. Over 90% of our graduates are still in schools after five years compared to the state average of 50%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

CGU Teacher Education Internship Program maintained its long standing commitment to preparing a diverse teaching force educated to address issues of linguistic, cultural and economic diversity and its three major themes of excellence, equity and integrity. CGU has continued to focus on excellent preparation in subject matter content knowledge, which is necessary for accountability. This has significantly increased pass rates for required subject matter exams. Additionally, a focus on collaborative skills for all candidates increases teacher effectiveness in all areas.

The California Intern Grant funded an exciting program change last year that significantly enhanced the Pre-Teaching Experience candidates complete before they are intern eligible. By hiring and training our own CGU Master Teachers who work in local districts, we have increased the amount of critical support our candidates receive as they learn to teach.

Institution/Program: **Claremont Graduate University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Several exciting new initiatives are afloat. First, we have been working on a new Autism Certificate that will begin in the Summer 2009 Semester. This certificate will be available to local teachers as well as our current students. Grant funds are being sought to assist teachers in receiving the training. The certificate will be aligned to CTC requirements for an authorization in Autism.

Second, we have instituted "Helping Trio" activities into our Internship coursework so candidates can experience collaborative problem solving with other teachers as they think about specific struggling learners and seek new solutions to increase student performance. Our expectation is that candidates will graduate with the skill set and expectation to collaborate with other teachers around issues of student work. Research shows this is a critical practice in increasing student learning.

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

Institution/Program: **Claremont Graduate University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	19	2	17
Single Subject Candidates	48	0	48
Education Specialist Candidates	31	0	31
Totals	98	2	96

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	2	17
Single Subject Candidates	48		48
Education Specialist Candidates	31		31
Totals	98	2	96

Institution/Program: **Claremont Graduate University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Claremont Graduate University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Claremont Graduate University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	75	75	100%
Aggregate	0	--	--	100%	75	75	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	40	39	98%
Aggregate	0	--	--	99%	40	39	98%
Academic Content Areas							
CSET English I	0	--	--	100%	14	14	100%
CSET English II	0	--	--	100%	14	14	100%
CSET English III	0	--	--	100%	14	14	100%
CSET English IV	0	--	--	100%	14	14	100%
CSET Math I	0	--	--	99%	11	11	100%
CSET Math II	0	--	--	99%	11	11	100%
CSET Math III	0	--	--	95%	3	--	--
CSET Sci III Bio/Life	0	--	--	99%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	3	--	--
CSET Science II	0	--	--	100%	3	--	--
CSET Social Sci I	0	--	--	100%	5	--	--
CSET Social Sci II	0	--	--	100%	5	--	--
CSET Social Sci III	0	--	--	100%	5	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	34	34	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	36	36	100%
CSET MSE II	0	--	--	100%	36	36	100%
CSET MSE III	0	--	--	100%	36	36	100%
Aggregate	0	--	--	100%	36	36	100%
Summary Totals and Pass Rate	0	--	--	99%	76	75	99%

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

Institution/Program: Claremont Graduate University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	81	81	100%
Aggregate	0	--	--	100%	81	81	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	43	43	100%
Aggregate	0	--	--	99%	43	43	100%
Academic Content Areas							
CSET English I	0	--	--	100%	10	10	100%
CSET English II	0	--	--	100%	10	10	100%
CSET English III	0	--	--	100%	10	10	100%
CSET English IV	0	--	--	100%	10	10	100%
CSET Math I	0	--	--	100%	4	--	--
CSET Math II	0	--	--	100%	4	--	--
CSET Math III	0	--	--	93%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	3	--	--
CSET Science II	0	--	--	99%	3	--	--
CSET Social Sci I	0	--	--	100%	8	--	--
CSET Social Sci II	0	--	--	100%	8	--	--
CSET Social Sci III	0	--	--	100%	8	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	99%	1	--	--
Aggregate	0	--	--	99%	29	29	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	36	36	100%
CSET MSE II	0	--	--	100%	36	36	100%
CSET MSE III	0	--	--	100%	36	36	100%
MSAT (0140 + 0151)	0	--	--	100%	4	--	--
Aggregate	0	--	--	100%	40	40	100%
Summary Totals and Pass Rate	0	--	--	99%	81	81	100%

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

Institution/Program: **Claremont Graduate University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Concordia University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Concorida Unviersity School of Education strives to prepare professional educators who demonstrate knowledge of theory and practice by making informed decisons leading to expemplary instruction for all learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Concordia University with its rich heritage in teacher preparation is ideally positioned within the church, local community, and state to be a leader in teacher education. The School of Education serves a broad spectrum of future teachers. This population includes those intending to teach in California public schools as well as those students intending to serve in non-public settings.

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

All credential faculty and student teaching supervisors have significant experience teaching in K-12 settings. Experience includes teaching and administration in 100% minority schools, urban and small town settings and public as well as Christian schools. To add to the knowledge brought to the students by the faculty, Concordia regularly invites teachers from local schools to serve as adjuncts or to make presentations which provide students with current links to school improvement and curriculum development.

Institution/Program: **Concordia University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: **Concordia University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	132	132	0
Single Subject Candidates	67	66	1
Education Specialist Candidates	0	0	0
Totals	199	198	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	58	58	0
Single Subject Candidates	28	27	1
Education Specialist Candidates	0	0	0
Totals	86	85	1

Institution/Program: **Concordia University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**0**	**0**
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	11	0	0
Single Subject Programs	**8**	**1**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	4	1	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Concordia University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Concordia University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	84	84	100%	100%	2	--	--
Aggregate	84	84	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	59	59	100%	99%	0	--	--
Aggregate	59	59	100%	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	15	15	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	59	59	100%	100%	0	--	--
CSET MSE II	59	59	100%	100%	0	--	--
CSET MSE III	59	59	100%	100%	0	--	--
CSET Physical Education Subtest I	3	--	--	99%	0	--	--
CSET Physical Education Subtest II	3	--	--	99%	0	--	--
CSET Physical Education Subtest III	3	--	--	99%	0	--	--
Aggregate	62	62	100%	100%	0	--	--
Summary Totals and Pass Rate	84	84	100%	99%	2	--	--

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

Institution/Program: Concordia University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	128	128	100%	100%	0	--	--
Aggregate	128	128	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	100	99	99%	99%	0	--	--
Aggregate	100	99	99%	99%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	8	--	--	100%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	19	19	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	81	81	100%	100%	0	--	--
CSET MSE II	81	81	100%	100%	0	--	--
CSET MSE III	81	81	100%	100%	0	--	--
MSAT (0140 + 0151)	14	14	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	96	96	100%	100%	0	--	--
Summary Totals and Pass Rate	129	128	99%	99%	0	--	--

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

Institution/Program: **Concordia University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Bakersfield**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

One of the strongest qualities of the School of Education is our value for high level faculty involvement in the teaching and learning process and the commitment to partnerships for excellence. Access to highly experienced staff in the area of credentialing, evaluating, and career placement is one of the program qualities that increases student success. Collaboration with our K-12 and business partners is a highlight in the School of Education with several new partnerships introduced during the 2006/07 Academic Year. Some of these partnerships include additional scholarships by friends of the School of Education, Foster Youth Tutoring Program for county youth, Teacher Recruitment partnerships, involvement in school improvement projects with local school districts, and the implementation of new math and science initiatives to increase the number of math and science teachers that serve our state. All programs within the School of Education participate in quarterly and annual assessments to utilize a cycle of inquiry to continually strive to improve our service and quality of instruction provided to our candidates.

Institution/Program: **CSU Bakersfield**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

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

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

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

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

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

Institution/Program: **CSU Bakersfield**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	316	230	86
Single Subject Candidates	203	103	100
Education Specialist Candidates	0	0	0
Totals	519	333	186

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	316	230	86
Single Subject Candidates	181	103	78
Education Specialist Candidates	0	0	0
Totals	497	333	164

Institution/Program: **CSU Bakersfield**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**21**	**18**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	15	16	
Single Subject Programs	**15**	**16**	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	14	15	
Education Specialist Programs	**0**	**0**	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11 :1	5 :1	0 :1
Single Subject Programs	7 :1	5 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

Institution/Program: **CSU Bakersfield**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	10	
Single Subject Programs	30	10	
Education Specialist Programs	0	0	

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Bakersfield

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	337	337	100%	100%	128	128	100%
Aggregate	337	337	100%	100%	128	128	100%
Professional Knowledge/Pedagogy							
RICA	214	210	98%	99%	91	89	98%
Aggregate	214	210	98%	99%	91	89	98%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	18	18	100%	100%	8	--	--
CSET English II	18	18	100%	100%	8	--	--
CSET English III	18	18	100%	100%	8	--	--
CSET English IV	18	18	100%	100%	8	--	--
CSET French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	10	10	100%	99%	5	--	--
CSET Math II	10	10	100%	99%	5	--	--
CSET Math III	4	--	--	95%	1	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	7	--	--	99%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	1	--	--
CSET Science II	9	--	--	100%	1	--	--
CSET Social Sci I	13	13	100%	100%	1	--	--
CSET Social Sci II	13	13	100%	100%	1	--	--
CSET Social Sci III	13	13	100%	100%	1	--	--
CSET Spanish Subtest I	2	--	--	100%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	54	54	100%	99%	19	19	100%
Other Content Areas							
CSET Health Subtest I	2	--	--	100%	2	--	--
CSET Health Subtest II	2	--	--	100%	2	--	--
CSET Health Subtest III	2	--	--	100%	2	--	--
CSET Ind/Tech Educ Subtest I	1	--	--	100%	0	--	--
CSET Ind/Tech Educ Subtest II	1	--	--	100%	0	--	--
CSET MSE I	216	216	100%	100%	88	88	100%
CSET MSE II	216	216	100%	100%	88	88	100%
CSET MSE III	216	216	100%	100%	88	88	100%
CSET Physical Education Subtest I	1	--	--	99%	1	--	--
CSET Physical Education Subtest II	1	--	--	99%	1	--	--
CSET Physical Education Subtest III	1	--	--	99%	1	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Aggregate	223	223	100%	100%	91	91	100%

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

Institution/Program: CSU Bakersfield

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	419	418	100%	100%	106	106	100%
Aggregate	419	418	100%	100%	106	106	100%
Professional Knowledge/Pedagogy							
RICA	317	316	100%	99%	77	77	100%
Aggregate	317	316	100%	99%	77	77	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	94%	0	--	--
Art S* (12)	4	--	--	97%	0	--	--
CSET English I	13	13	100%	100%	3	--	--
CSET English II	13	13	100%	100%	3	--	--
CSET English III	13	13	100%	100%	3	--	--
CSET English IV	13	13	100%	100%	3	--	--
CSET Math I	6	--	--	100%	4	--	--
CSET Math II	6	--	--	100%	4	--	--
CSET Math III	1	--	--	93%	3	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	8	--	--	99%	1	--	--
CSET Science II	8	--	--	99%	1	--	--
CSET Social Sci I	8	--	--	100%	1	--	--
CSET Social Sci II	8	--	--	100%	1	--	--
CSET Social Sci III	8	--	--	100%	1	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	1	--	--
Aggregate	43	43	100%	99%	11	11	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	245	245	100%	100%	20	20	100%
CSET MSE II	245	245	100%	100%	20	20	100%
CSET MSE III	245	245	100%	100%	20	20	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	16	16	100%	100%	22	22	100%
Industrial + Tech Ed. S* (18)	1	--	--	93%	0	--	--
MSAT (0140 + 0151)	11	11	100%	100%	14	14	100%
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%			

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

Institution/Program: **CSU Bakersfield**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Channel Islands**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CSUCI mission states "placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives."

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

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

Institution/Program: **CSU Channel Islands**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

During the 2008-2009 academic year, CSU Channel Islands implemented the Performance Assessment for California Teachers (PACT) process with Single Subject and Multiple Subject credential candidates. Using this standardized teacher performance assessment system, candidates demonstrate their ability to plan and implement lessons and units, engage learners, and reflect on their practice.

We began a new initiative for credential candidates who are interns. In California this means that they are hired by a school district as a beginning teacher prior to completing a credential program. The new initiative involves having a university supervisor who observes the candidate, mentors, and coaches them, but does not evaluate their teaching. This model has been particularly successful with candidates who are beginning teaching with little or no credential course work.

Applicants can now apply to the CSUCI teacher credential programs on-line using a new process developed by the Credential Office.

Each credential program developed and implemented plans for enhancing the technology skills of candidates.

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

Institution/Program: **CSU Channel Islands**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	73	73	0
Single Subject Candidates	35	24	11
Education Specialist Candidates	54	26	28
Totals	162	123	39

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	73	73	0
Single Subject Candidates	35	24	11
Education Specialist Candidates	54	26	28
Totals	162	123	39

Institution/Program: **CSU Channel Islands**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**	**0**	**0**
In Academic Positions with Rights and Responsibilities	16	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**14**	**10**	**0**
In Academic Positions with Rights and Responsibilities	14	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**13**	**10**	**0**
In Academic Positions with Rights and Responsibilities	13	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	0 :1	0 :1
Single Subject Programs	3 :1	1 :1	0 :1
Education Specialist Programs	6 :1	1 :1	0 :1

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

Institution/Program: **CSU Channel Islands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	16	560
Education Specialist Programs	35	16	560

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **CSU Channel Islands**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	69	69	100%	100%	19	19	100%
Aggregate	69	69	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	58	58	100%	99%	11	11	100%
Aggregate	58	58	100%	99%	11	11	100%
Academic Content Areas							
CSET English I	3	--	--	100%	2	--	--
CSET English II	3	--	--	100%	2	--	--
CSET English III	3	--	--	100%	2	--	--
CSET English IV	3	--	--	100%	2	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	3	--	--	99%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Social Sci I	0	--	--	100%	2	--	--
CSET Social Sci II	0	--	--	100%	2	--	--
CSET Social Sci III	0	--	--	100%	2	--	--
Aggregate	7	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	58	58	100%	100%	9	--	--
CSET MSE II	58	58	100%	100%	9	--	--
CSET MSE III	58	58	100%	100%	9	--	--
Aggregate	58	58	100%	100%	9	--	--
Summary Totals and Pass Rate	69	69	100%	99%	19	19	100%

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

Institution/Program: CSU Channel Islands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	92	92	100%	100%	16	16	100%
Aggregate	92	92	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	87	87	100%	99%	8	--	--
Aggregate	87	87	100%	99%	8	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	1	--	--
CSET English II	3	--	--	100%	1	--	--
CSET English III	3	--	--	100%	1	--	--
CSET English IV	3	--	--	100%	1	--	--
CSET Math I	1	--	--	100%	2	--	--
CSET Math II	1	--	--	100%	2	--	--
CSET Math III	0	--	--	93%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
Aggregate	4	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	68	68	100%	100%	1	--	--
CSET MSE II	68	68	100%	100%	1	--	--
CSET MSE III	68	68	100%	100%	1	--	--
Health Science S* (16)	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	7	--	--	100%	2	--	--
Aggregate	78	78	100%	100%	4	--	--
Summary Totals and Pass Rate	93	93	100%	99%	17	17	100%

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

Institution/Program: **CSU Channel Islands**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Chico**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

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

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

A varied palette of options assures that all students find a professional preparation program to meet personal needs, experiences, and interests. Alternatives include full- and part-time scheduling, cohorts, internships, online coursework, local and rural distant placements, special preparation to work with all children including those who are linguistically and culturally diverse (Bilingual emphasis program), concurrent special education, and post baccalaureate and blended undergraduate programs. Course content is designed to meet both NCATE and California standards, including the California Teaching Performance Expectations (TPEs) and prepares candidates to know and be able to teach in accordance with state and local academic content standards. All candidates must complete rigorous culminating assessments prior to being recommended for credentials. Faculty in the School of Education represent the highest levels of professional expertise and pedagogical knowledge. Distinguished Teachers-in-Residence share best classroom practices and current experience.

Institution/Program: CSU Chico

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

This year we are implementing the California state-mandated teaching performance assessment. We have selected to use the Performance Assessment for California Teachers(PACT), which is comprised of multiple tasks that require teacher candidates to demonstrate the proficiencies delineated in California's Teaching Performance Expectations (TPEs) in a classroom setting. These proficiencies include understanding students and the school context; effective planning of instruction and assessment; adaptation of instruction and assessment for students with special needs, including English learners; use of assessments to monitor student learning and inform instruction; and reflection on professional practice. In addition to a written narrative, the Teaching Event that the candidates submit includes student work samples and video clips of the candidate working with students in the classroom. The need to support candidates in the successful completion of this high-stakes assessment has already led to curricular improvements in our programs. The requirement for the Teaching Events to be evaluated by scorers who are qualified in the appropriate content areas (e.g., elementary literacy, secondary math, etc.) has led to stronger collaborations between education and arts and sciences faculty and K-12 teachers and administrators.

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

Institution/Program: CSU Chico

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	213	208	5
Single Subject Candidates	136	114	22
Education Specialist Candidates	14	14	
Totals	363	336	27

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	181	176	5
Single Subject Candidates	114	92	22
Education Specialist Candidates	14	14	0
Totals	309	282	27

Institution/Program: CSU Chico

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**2**	**0**
In Academic Positions with Rights and Responsibilities	17	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**16**	**6**	**0**
In Academic Positions with Rights and Responsibilities	16	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: CSU Chico

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	25	17	425
Education Specialist Programs	27	15	405

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	282	282	100%	100%	27	27	100%
Aggregate	282	282	100%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	187	186	99%	99%	4	--	--
Aggregate	187	186	99%	99%	4	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	3	--	--
CSET English II	2	--	--	100%	3	--	--
CSET English III	2	--	--	100%	3	--	--
CSET English IV	2	--	--	100%	3	--	--
CSET Math I	7	--	--	99%	1	--	--
CSET Math II	7	--	--	99%	1	--	--
CSET Math III	2	--	--	95%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
CSET Social Sci I	11	11	100%	100%	2	--	--
CSET Social Sci II	11	11	100%	100%	2	--	--
CSET Social Sci III	11	11	100%	100%	2	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	24	24	100%	99%	7	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	176	176	100%	100%	5	--	--
CSET MSE II	176	176	100%	100%	5	--	--
CSET MSE III	176	176	100%	100%	5	--	--
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	179	179	100%	100%	5	--	--
Summary Totals and Pass Rate	282	281	100%	99%	27	27	100%

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

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	280	279	100%	100%	30	30	100%
Aggregate	280	279	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	193	190	98%	99%	14	14	100%
Aggregate	193	190	98%	99%	14	14	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	2	--	--
CSET English II	1	--	--	100%	2	--	--
CSET English III	1	--	--	100%	2	--	--
CSET English IV	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	86	86	100%	100%	4	--	--
CSET MSE II	86	85	99%	100%	4	--	--
CSET MSE III	86	86	100%	100%	4	--	--
Health Science S* (16)	2	--	--	100%	3	--	--
Industrial + Tech Ed. S* (18)	1	--	--	93%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	98	96	98%	100%	8	--	--
Summary Totals and Pass Rate	280	274	98%	99%	30	30	100%

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

Institution/Program: **CSU Chico**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Dominguez Hills**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Historically, the region served by CSUDH has had great difficulty recruiting and retaining teachers. In our service area, socioeconomic levels are low, the percentage of limited-English proficient (LEP) populations is high, and the ethnic diversity is the most extensive in Los Angeles County. Our program graduates teach primarily in Chapter I, Urban Impact, and multilingual schools.

In California, teacher candidates must pass multiple measures of assessment to be recommended for credentialing. For example, the Reading Instruction Competency Assessment (RICA), used to rank Californian teacher preparation programs, is only one assessment among many and is required only of multiple subject and education specialist candidates except for the Early Childhood Special Education Program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

The College of Education is accredited by both NCATE (National Council For Accreditation of Teacher Education) and CCTC (California Commission On Teacher Credentialing). As both accreditors have moved toward solid measures of accountability, the College of Education has looked carefully at its teacher preparation processes, and, as a result of these formal evaluative processes, has accomplished the following: 1) has designed expanded evaluation processes to begin to look at achievement results of students in schools of those prepared in COE programs; 2) has prepared all faculty to infuse technology and differentiation of instruction in all teacher preparation coursework; and, 3) has developed blended (teacher preparation/liberal studies) programs in general and special education.

Institution/Program: **CSU Dominguez Hills**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

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

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

Institution/Program: **CSU Dominguez Hills**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	476	399	77
Single Subject Candidates	343	69	274
Education Specialist Candidates	861	25	836
Totals	1,680	493	1,187

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	216	175	41
Single Subject Candidates	208	39	169
Education Specialist Candidates	146	5	141
Totals	570	219	351

Institution/Program: **CSU Dominguez Hills**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**23**	**5**	
In Academic Positions with Rights and Responsibilities	23	5	
In Non-Academic Positions without Rights and Responsibilities	0	0	
Single Subject Programs	**9**	**24**	
In Academic Positions with Rights and Responsibilities	9	24	
In Non-Academic Positions without Rights and Responsibilities	0	0	
Education Specialist Programs	**3**	**13**	
In Academic Positions with Rights and Responsibilities	3	13	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU Dominguez Hills**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28	16	448
Single Subject Programs	30	16	480
Education Specialist Programs	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **CSU Dominguez Hills**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	199	199	100%	100%	252	252	100%
Aggregate	199	199	100%	100%	252	252	100%
Professional Knowledge/Pedagogy							
RICA	153	153	100%	99%	129	129	100%
Aggregate	153	153	100%	99%	129	129	100%
Academic Content Areas							
CSET Art Subtest I	0	--	--	100%	2	--	--
CSET Art Subtest II	0	--	--	100%	2	--	--
CSET English I	4	--	--	100%	12	12	100%
CSET English II	4	--	--	100%	12	12	100%
CSET English III	4	--	--	100%	12	12	100%
CSET English IV	4	--	--	100%	12	12	100%
CSET French Subtest I	0	--	--	100%	2	--	--
CSET French Subtest II	0	--	--	100%	2	--	--
CSET French Subtest III	0	--	--	100%	2	--	--
CSET Korean Subtest I	1	--	--	100%	0	--	--
CSET Korean Subtest II	1	--	--	100%	0	--	--
CSET Korean Subtest III	1	--	--	100%	0	--	--
CSET Math I	4	--	--	99%	14	14	100%
CSET Math II	4	--	--	99%	14	14	100%
CSET Math III	1	--	--	95%	6	--	--
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	2	--	--	99%	23	23	100%
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	3	--	--
CSET Science I	2	--	--	100%	27	27	100%
CSET Science II	2	--	--	100%	27	27	100%
CSET Social Sci I	6	--	--	100%	4	--	--
CSET Social Sci II	6	--	--	100%	4	--	--
CSET Social Sci III	6	--	--	100%	4	--	--
CSET Spanish Subtest I	3	--	--	100%	3	--	--
CSET Spanish Subtest II	3	--	--	100%	3	--	--
CSET Spanish Subtest III	3	--	--	100%	3	--	--
Aggregate	20	20	100%	99%	65	63	97%
Other Content Areas							
CSET Health Subtest I	0	--	--	100%	2	--	--
CSET Health Subtest II	0	--	--	100%	2	--	--
CSET Health Subtest III	0	--	--	100%	2	--	--
CSET MSE I	153	153	100%	100%	119	118	99%
CSET MSE II	153	152	99%	100%	119	117	98%
CSET MSE III	153	153	100%	100%	119	118	99%
CSET Physical Education Subtest I	0	--	--	99%	3	--	--
CSET Physical Education Subtest II	0	--	--	99%	3	--	--
CSET Physical Education Subtest III	0	--	--	99%	3	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	1	--	--

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

Institution/Program: CSU Dominguez Hills

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	517	517	100%	100%	549	549	100%
Aggregate	517	517	100%	100%	549	549	100%
Professional Knowledge/Pedagogy							
RICA	385	384	100%	99%	402	401	100%
Aggregate	385	384	100%	99%	402	401	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	4	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	0	--	--
Chemistry S* (04 + 06)	1	--	--	86%	0	--	--
CSET English I	12	12	100%	100%	23	23	100%
CSET English II	12	12	100%	100%	23	23	100%
CSET English III	12	12	100%	100%	23	23	100%
CSET English IV	12	12	100%	100%	23	23	100%
CSET Math I	13	13	100%	100%	13	13	100%
CSET Math II	13	13	100%	100%	13	13	100%
CSET Math III	7	--	--	93%	10	10	100%
CSET Sci III Bio/Life	8	--	--	100%	6	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Science I	9	--	--	99%	9	--	--
CSET Science II	9	--	--	99%	9	--	--
CSET Social Sci I	11	11	100%	100%	7	--	--
CSET Social Sci II	11	11	100%	100%	7	--	--
CSET Social Sci III	11	11	100%	100%	7	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	12	12	100%
English S* (01)	5	--	--	99%	11	11	100%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	6	--	--
Math S* (02)	3	--	--	100%	5	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	1	--	--
Social Science S* (03)	1	--	--	97%	1	--	--
Spanish S* (10)	5	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	5	--	--	99%	1	--	--
Aggregate	62	55	89%	99%	81	81	100%
Other Content Areas							
Business S* (15)	1	--		97%			

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

Institution/Program: **CSU Dominguez Hills**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU East Bay**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education and Allied Studies' mission is "to prepare collaborative leaders, committed to professional excellence, social justice and democracy, who will influence a diverse and interconnected world." The Department of Teacher Education's mission is "to prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment of life-long, professional growth and school leadership." These two mission statements, in turn, are closely aligned with the university's mission: "Provide an academically-rich, multicultural learning experience that prepares all of its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally."

The teacher preparation programs at CSU East Bay seek to produce graduates who value collaboration, recognize the importance of assuming leadership roles, and are committed to social justice and democracy. These programs have developed a well-deserved reputation for innovation. CSU East Bay was one of the first IHEs in California to offer entire programs at remote sites and developed university-district partnerships. Teacher preparation programs serve one of the most diverse regions in the United States and CSU East Bay currently has partnership programs with the two school districts in our service area with the two with the highest number of non-credentialed teachers, Oakland Unified and West Contra Costa Unified.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Multiple Subject, Single Subject and Education Specialist programs were accredited by both NCATE and CCTC following a Spring, 2002 joint visit. Program qualities that contribute to the effectiveness of the Multiple Subject and Single Subject Credential programs include: (1) a cohort system, with ongoing mentoring by a faculty team leader, (2) a full-year of required field experience, as either a student teacher or intern, corresponding to the K-12 calendar, (3) partnership programs with two urban school districts, and (4) entire programs offered at three remote sites.

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

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

Institution/Program: **CSU East Bay**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

A new assessment based the California Teacher Performace Assessment (CalTPA) was developed and will be offered for the first time. All faculty including TPA assessors were trained on the instructions. For more information go to: http://edschool.csueastbay.edu/departments/ted/taskstream/caltpa.html

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

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

Institution/Program: **CSU East Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	288	208	80
Single Subject Candidates	155	62	93
Education Specialist Candidates	34	20	14
Totals	477	290	187

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	263	183	80
Single Subject Candidates	155	62	93
Education Specialist Candidates	33	19	14
Totals	451	264	187

Institution/Program: **CSU East Bay**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU East Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU East Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	215	215	100%	100%	136	136	100%
Aggregate	215	215	100%	100%	136	136	100%
Professional Knowledge/Pedagogy							
RICA	163	163	100%	99%	66	66	100%
Aggregate	163	163	100%	99%	66	66	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	1	--	--
CSET Art Subtest II	1	--	--	100%	1	--	--
CSET English I	8	--	--	100%	17	17	100%
CSET English II	8	--	--	100%	17	17	100%
CSET English III	8	--	--	100%	17	17	100%
CSET English IV	8	--	--	100%	17	17	100%
CSET Mandarin Subtest I	2	--	--	100%	1	--	--
CSET Mandarin Subtest II	2	--	--	100%	1	--	--
CSET Mandarin Subtest III	2	--	--	100%	1	--	--
CSET Math I	1	--	--	99%	10	10	100%
CSET Math II	1	--	--	99%	10	10	100%
CSET Math III	0	--	--	95%	1	--	--
CSET Music Subtest I	1	--	--	100%	2	--	--
CSET Music Subtest II	1	--	--	100%	2	--	--
CSET Music Subtest III	1	--	--	100%	2	--	--
CSET Sci III Bio/Life	6	--	--	99%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Science I	8	--	--	100%	8	--	--
CSET Science II	8	--	--	100%	8	--	--
CSET Social Sci I	15	15	100%	100%	6	--	--
CSET Social Sci II	15	15	100%	100%	6	--	--
CSET Social Sci III	15	15	100%	100%	6	--	--
CSET Spanish Subtest I	0	--	--	100%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Aggregate	36	35	97%	99%	47	46	98%
Other Content Areas							
CSET MSE I	164	164	100%	100%	66	66	100%
CSET MSE II	164	164	100%	100%	66	66	100%
CSET MSE III	164	164	100%	100%	66	66	100%
CSET Physical Education Subtest I	0	--	--	99%	3	--	--
CSET Physical Education Subtest II	0	--	--	99%	3	--	--
CSET Physical Education Subtest III	0	--	--	99%	3	--	--
Aggregate	164	164	100%	100%	69	68	99%
Summary Totals and Pass Rate	215	214	100%	99%	136	134	99%

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

Institution/Program: CSU East Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	271	271	100%	100%	178	178	100%
Aggregate	271	271	100%	100%	178	178	100%
Professional Knowledge/Pedagogy							
RICA	194	193	99%	99%	84	84	100%
Aggregate	194	193	99%	99%	84	84	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	2	--	--
Art S* (12)	1	--	--	97%	2	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	2	--	--
Biology S* (04 + 05)	0	--	--	100%	3	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	1	--	--
Chemistry S* (04 + 06)	1	--	--	86%	1	--	--
CSET English I	8	--	--	100%	12	12	100%
CSET English II	8	--	--	100%	12	12	100%
CSET English III	8	--	--	100%	12	12	100%
CSET English IV	8	--	--	100%	12	12	100%
CSET Math I	6	--	--	100%	10	10	100%
CSET Math II	6	--	--	100%	10	10	100%
CSET Math III	4	--	--	93%	6	--	--
CSET Sci III Bio/Life	7	--	--	100%	9	--	--
CSET Sci III Chemistry	3	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	12	12	100%	99%	12	12	100%
CSET Science II	12	12	100%	99%	12	12	100%
CSET Social Sci I	13	13	100%	100%	12	12	100%
CSET Social Sci II	13	13	100%	100%	12	12	100%
CSET Social Sci III	13	13	100%	100%	12	12	100%
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
French S* (11)	0	--	--	100%	2	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	2	--	--
French: Skills Praxis II (0171)	0	--	--	100%	2	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	3	--	--
Math S* (02)	0	--	--	100%	3	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	2	--	--
Social Science S* (03)	3	--	--	97%	2	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	1	--	--
Aggregate	47	47	100%	99%			

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

Institution/Program: **CSU East Bay**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Fresno**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Kremen School of Education and Human Development (KSOEHD) at CSU Fresno is the primary unit responsible for all teacher preparation programs.
Vision: The KSOEHD is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will be community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.
Mission: The KSOEHD's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.
Students: The University has primary responsibility for serving: Fresno, Kings, Tulare, Madera, and Mariposa Counties. Within this region is a K-12 population of 348,186 that includes: American Indian-1%, Asian-6.8%, Pacific Islander-.2%, Filipino-.9%, Hispanic-60%, African-American-4.9%, and White Not Hispanic- 24.2%.
Teaching Population: Credentialed teachers for the four county region totaled 17,615. Teacher ethnicity is as follows: American Indian- .8%, Asian- 3.4%, Pacific Islander- .1%, Filipino- .6%, Hispanic- 19.8%, African-American- 1.6%, White Not-Hispanic- 73.2%. Program Enrollment: Students enrolled in Teacher Education programs totaled 3485. Student ethnicity by percentages includes: American Indian- .9%, Asian- 11%, Hispanic- 33.4%, African-American- 2.2%, and White Not Hispanic- 39.4%, and other (unknown)- 12.7%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The KSOEHD offers a variety of exemplary programs that lead to a teaching credential. These programs contain sequenced experiences that enable enrollees to both acquire knowledge and develop skills through lecture, laboratory, and field-based classes. Examples include: the Liberal Studies Blended Program that leads to a BA degree and a Multiple Subject Credential in eight semesters; Internship Programs for Multiple Subject, Single Subject, and Special Education teachers; and CalStateTEACH, a preparation program with on-line coursework and face-to-face field supervision.

Program delivery includes field-based cohorts in: Reading, Educational Administration; CPET-Central Valley Partnerships for Exemplary Teachers; and an Education Early Childhood Emphasis. Some coursework is also available via interactive audio/video at remote sites throughout the region. The Annual Character and Civic Education Conference, the Central Valley Educational Leadership Institute Conferences, and Caesar Chavez Conference are a few examples of special conferences that enrich a students' professional preparation.

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

The KSOEHD houses the Central Valley Educational Leadership Institute as an Ancillary Unit of the

Institution/Program: **CSU Fresno**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Fresno Assessment of Student Teachers (FAST) was approved by the CCTC. The development of FAST is featured in an upcoming article in Issues in Teacher Education. Data collected to date demonstrates that our candidates have a positive effect on K-12 student learning.

Multiple and Single Subject programs developed the Improvement and Accountability Plan (IAP) to address areas of improvement. The target areas are: English Learner teaching strategies, At-Risk student resources, teaching strategies for students with special needs, and reading in the content areas (Social Studies).

The Special Education Program in partnership with Fresno Unified School District implemented the Summer Achievement Center, which assists in preparing teachers of students with emotional/behavioral disorders and autism through courses and summer teaching.

The Mathematics and Science Teaching Initiative focuses on increasing the numbers of highly qualified math and science teachers. As a result, the numbers of math and science credentials recommended have been steadily increasing : 2006-07:25, 2007-08:47, 2008-09:61.

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

Institution/Program: **CSU Fresno**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	615	601	14
Single Subject Candidates	387	334	53
Education Specialist Candidates	91	64	27
Totals	1,093	999	94

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	470	456	14
Single Subject Candidates	253	200	53
Education Specialist Candidates	59	32	27
Totals	782	688	94

Institution/Program: **CSU Fresno**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**32**	**4**	**0**
In Academic Positions with Rights and Responsibilities	13	1	0
In Non-Academic Positions without Rights and Responsibilities	19	3	0
Single Subject Programs	**36**	**18**	**0**
In Academic Positions with Rights and Responsibilities	11	8	0
In Non-Academic Positions without Rights and Responsibilities	25	10	0
Education Specialist Programs	**7**	**2**	**0**
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	4	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU Fresno**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	30	900
Single Subject Programs	30	30	900
Education Specialist Programs	30	30	900

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Fresno

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	386	386	100%	100%	78	78	100%
Aggregate	386	386	100%	100%	78	78	100%
Professional Knowledge/Pedagogy							
RICA	270	258	96%	99%	26	24	92%
Aggregate	270	258	96%	99%	26	24	92%
Academic Content Areas							
CSET Art Subtest I	0	--	--	100%	2	--	--
CSET Art Subtest II	0	--	--	100%	2	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Math I	1	--	--	99%	2	--	--
CSET Math II	1	--	--	99%	2	--	--
CSET Math III	1	--	--	95%	1	--	--
CSET Sci III Bio/Life	0	--	--	99%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	100%	1	--	--
CSET Social Sci I	8	--	--	100%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	10	10	100%	99%	7	--	--
Other Content Areas							
CSET MSE I	272	267	98%	100%	25	25	100%
CSET MSE II	273	272	100%	100%	25	25	100%
CSET MSE III	273	272	100%	100%	25	25	100%
CSET Physical Education Subtest I	1	--	--	99%	4	--	--
CSET Physical Education Subtest II	1	--	--	99%	4	--	--
CSET Physical Education Subtest III	1	--	--	99%	4	--	--
Aggregate	274	268	98%	100%	29	29	100%
Summary Totals and Pass Rate	387	372	96%	99%	78	75	96%

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

Institution/Program: CSU Fresno

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	635	635	100%	100%	92	92	100%
Aggregate	635	635	100%	100%	92	92	100%
Professional Knowledge/Pedagogy							
RICA	500	491	98%	99%	46	46	100%
Aggregate	500	491	98%	99%	46	46	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	0	--	--	100%	2	--	--
CSET Math II	0	--	--	100%	2	--	--
CSET Math III	0	--	--	93%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	2	--	--	99%	6	--	--
CSET Science II	2	--	--	99%	6	--	--
CSET Social Sci I	5	--	--	100%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	13	13	100%	99%	11	11	100%
Other Content Areas							
CSET MSE I	333	329	99%	100%	18	18	100%
CSET MSE II	335	329	98%	100%	18	18	100%
CSET MSE III	334	329	99%	100%	19	19	100%
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Aggregate	345	334	97%	100%	20	20	100%
Summary Totals and Pass Rate	636	618	97%	99%	92	92	100%

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

Institution/Program: **CSU Fresno**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Fullerton**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal State Fullerton, a top-ranked public university by U.S. News and World Report, is a comprehensive urban campus of 35,000 students. CSUF is nationally ranked fourth in degrees granted to minority students and is designated as a Hispanic Serving Institution. The university offers 105 undergraduate and graduate programs, 33 education credential programs, and Ed.D. programs for K-12 administrators and for community college leaders.

The mission of the College of Education is to prepare professionals who improve student learning, who make informed decisions, and who become change agents in their workplaces. Several program options are offered to meet candidate needs and interests. The college offers programs at the CSUF satellite campus in Irvine and at numerous school district sites, as well as on the main campus, to ensure easy access throughout the region. Many classes and several programs are offered online. The Center for Careers in Teaching offers academic advisement and support for future teachers who are CSUF undergraduates or who are attending a partner community college and plan to transfer to CSUF. In addition, internship programs are offered for candidates who are already working or about to be working in the field as educators at a public school.

CSUF offers the only NCATE accredited teacher preparation program in Orange County. The University has been accredited by NCATE since 1970 and was reaccredited most recently in 2007 with all standards met.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Particular strengths of Cal State Fullerton that were noted during the 2007 joint accreditation visit include the following: abundant educational technology resources and strong use of technology in classes; excellent student advice and assistance; many longstanding and deep relationships with K-12 partners; outstanding faculty with strong p-12 experience; and extraordinary accessibility and responsiveness to candidates, master teachers, and administrators.

A distinctive feature of the multiple subjects credential program and several master's degree programs is use of a cohort structure, in which a cadre of faculty work together to support a group of teacher candidates throughout their program. This model ensures a cohesive, coordinated curriculum and assists candidates to progress through the program to meet institution and state standards.

A structured sequence of fieldwork experiences in a variety of classroom settings allows candidates to move from observing, to participating with small groups and individual students, to a full student teaching experience when they assume responsibility for all aspects of the classroom and instruction. Supervisors make frequent on-site visits to monitor and support candidate progress.

Institution/Program: **CSU Fullerton**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Cal State Fullerton has committed to boosting the number of science and mathematics teachers in secondary schools as a part of the newly established Science and Mathematics Teacher Imperative (SMTI) sponsored by NASULGC, a public university association. CSUF is one of 27 institutions – and the only CSU campus - selected by NASULGC to participate in the SMTI Leadership Collaborative. Several new projects expand our science, technology, engineering and math (STEM) teacher preparation efforts. Project GPS2--Guiding and Preparing STEM Students-–is a collaboration with community colleges to promote science and math teaching among transfer students. The Boeing-supported Promoting Resources for Informal Science Education offers summer internships at local science museums and centers to undergraduates in the science teacher pipeline.

The Center for Creativity and Critical Thinking in Schools was established in 2008 to promote educational approaches focused on 21st century competencies related to creativity, critical thinking, and decision-making. It provides in-service teacher development in schools as well as for credential candidates, infusing the arts, science and technology into the core curriculum. Initial projects include a Visual Arts Institute and an arts-intensive cohort in the multiple subjects credential program.

The college continues to expand initiatives in educational technology. Interactive whiteboards have been installed in 10 college classrooms. Digital cameras, digital streaming media, and Web 2.0 teaching and learning tools are integrated into learning experiences for teacher candidates. Technology-intensive cohorts, using a 1:1 laptop model, have been piloted and plans are in place for expansion.

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

Institution/Program: **CSU Fullerton**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	524	520	4
Single Subject Candidates	300	288	12
Education Specialist Candidates	491	346	145
Totals	1,315	1,154	161

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	465	461	4
Single Subject Candidates	217	205	12
Education Specialist Candidates	249	104	145
Totals	931	770	161

Institution/Program: CSU Fullerton

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**56**	**3**	**0**
In Academic Positions with Rights and Responsibilities	56	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**15**	**8**	**0**
In Academic Positions with Rights and Responsibilities	15	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**21**	**13**	**0**
In Academic Positions with Rights and Responsibilities	21	13	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27.1 :1	1.7 :1	:1
Single Subject Programs	39.2 :1	3.7 :1	:1
Education Specialist Programs	14.8 :1	7.1 :1	:1

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

Institution/Program: **CSU Fullerton**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	13	455
Single Subject Programs	15	18	270
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Fullerton

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	543	543	100%	100%	81	81	100%
Aggregate	543	543	100%	100%	81	81	100%
Professional Knowledge/Pedagogy							
RICA	381	380	100%	99%	28	28	100%
Aggregate	381	380	100%	99%	28	28	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	18	18	100%	100%	9	--	--
CSET English II	18	17	94%	100%	9	--	--
CSET English III	18	17	94%	100%	9	--	--
CSET English IV	18	17	94%	100%	9	--	--
CSET Mandarin Subtest I	2	--	--	100%	0	--	--
CSET Mandarin Subtest II	2	--	--	100%	0	--	--
CSET Mandarin Subtest III	2	--	--	100%	0	--	--
CSET Math I	8	--	--	99%	16	16	100%
CSET Math II	8	--	--	99%	16	16	100%
CSET Math III	3	--	--	95%	3	--	--
CSET Sci III Bio/Life	4	--	--	99%	8	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Science I	6	--	--	100%	11	11	100%
CSET Science II	6	--	--	100%	11	11	100%
CSET Social Sci I	18	18	100%	100%	0	--	--
CSET Social Sci II	18	18	100%	100%	0	--	--
CSET Social Sci III	18	18	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	56	55	98%	99%	36	36	100%
Other Content Areas							
CSET Business Subtest I	1	--	--	89%	2	--	--
CSET Business Subtest II	1	--	--	100%	2	--	--
CSET Business Subtest III	1	--	--	100%	2	--	--
CSET MSE I	381	381	100%	100%	28	28	100%
CSET MSE II	381	381	100%	100%	28	28	100%
CSET MSE III	381	381	100%	100%	28	28	100%
CSET Physical Education Subtest I	1	--	--	99%	1	--	--
CSET Physical Education Subtest II	1	--	--	99%	1	--	--
CSET Physical Education Subtest III	1	--	--	99%	1	--	--
Aggregate	383	383	100%	100%	31	31	100%
Summary Totals and Pass Rate	544	542	100%	99%	81	81	100%

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

Institution/Program: CSU Fullerton

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	716	716	100%	100%	91	91	100%
Aggregate	716	716	100%	100%	91	91	100%
Professional Knowledge/Pedagogy							
RICA	563	560	99%	99%	33	33	100%
Aggregate	563	560	99%	99%	33	33	100%
Academic Content Areas							
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
English S* (01)	1	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	2	--	--
CSET MSE I	326	326	100%	100%	9	--	--
CSET MSE II	326	326	100%	100%	9	--	--
CSET MSE III	326	326	100%	100%	9	--	--
MSAT (0140 + 0151)	36	36	100%	100%	7	--	--
Aggregate	363	363	100%	100%	18	18	100%
Summary Totals and Pass Rate	721	718	100%	99%	91	91	100%

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

Institution/Program: **CSU Fullerton**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Long Beach**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Long Beach (CSULB) is an urban, comprehensive university with over 37,000 students. Its student body, faculty, and staff reflect the rich diversity of the surrounding communities. The College of Education (CED) offers three initial teacher preparation programs (elementary, secondary, special education) and 15 advanced degree and certificate programs, including an education doctorate in leadership. The College mission is to foster a learning and teaching community that promotes intellectual, personal and interpersonal growth, prepares socially responsible leaders for a rapidly changing, technologically rich world, values diversity, serves and collaborates with other educators and the community, and engages in research, scholarly activity and ongoing evaluation. The College believes that teacher candidates should have opportunities to gain a rich knowledge of their teaching subjects, develop a set of pedagogical skills and strategies to deliver content to all students, and have multiple venues to practice their teaching through structured field work.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

During the 2007-2008 academic year, the Urban Teaching Academy (UTA) continued at elementary sites in the local community. The UTA model is one in which pre- and in-service teacher preparation is delivered on-site at local elementary schools. More than 125 candidates are located at a total of 7 UTA sites in local school district. The UTEACH program began recruitment efforts for a cohort to be initiated at an eighth site in Fall 2008 at Cleveland Elementary School in Long Beach Unified School District.

The Single Subject Credential Program (secondary education) received an internship grant from the California Commission on Teacher Credentialing (CTC). The program currently has 27 students enrolled in this grant. Funds are used to help support the intern, the intern's mentor teacher, and a series of support workshops for the intern including an intern "coach" who runs a 6-hour boot camp at the start of the semester and monthly seminars for the interns. Additionally, the intern "coach" visits each intern at his/her site to provide support as needed.

Institution/Program: **CSU Long Beach**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Teacher Education Assessment & Program Evaluation Committee reviewed multiple sources of candidate and program effectiveness data, discussed the data and identified changes to be made to the elementary Social Studies Subject-Specific Methods course. Additional scenarios were added to assist in identifying ways to differentiate instruction for children with special learning needs, and classroom management strategies were highlighted in the journal prompts.

Through review of the last several system-wide evaluations of teacher preparation programs, the Single Subject Credential Program (secondary education) faculty decided that we needed to improve our candidates' ability to meet the instructional needs of English Language Learners. Program faculty collaborated with Long Beach Unified School District and the campus-based Center for Language Minority Education and Research on a five-year, $1.5m Title II grant. The Secondary Teacher Education for English Learner Integration grant is a professional development project for teacher educators and candidates. The primary goal of the project is to improve program faculty and candidate understanding of the academic needs of English Learners and their ability to model and implement instruction that supports English Learners' acquisition of language, literacy, and content. Now in year two, 24 faculty have participated in a professional development program on teaching content to English Learners. Preliminary results show faculty have increased knowledge of needs of English Learners and feel more confident preparing candidates to teach content to English Learners. Each faculty participant has revised syllabi to align with the California Teachers of English Learners standards.

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

Institution/Program: **CSU Long Beach**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	865	860	5
Single Subject Candidates	977	911	66
Education Specialist Candidates	143	88	55
Totals	1,985	1,859	126

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	464	459	5
Single Subject Candidates	354	296	58
Education Specialist Candidates	67	34	33
Totals	885	789	96

Institution/Program: **CSU Long Beach**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**37**	**4**	**0**
In Academic Positions with Rights and Responsibilities	37	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**78**	**30**	**0**
In Academic Positions with Rights and Responsibilities	78	30	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**6**	**8**	**0**
In Academic Positions with Rights and Responsibilities	6	8	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU Long Beach**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Long Beach

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	744	744	100%	100%	75	75	100%
Aggregate	744	744	100%	100%	75	75	100%
Professional Knowledge/Pedagogy							
RICA	444	443	100%	99%	18	18	100%
Aggregate	444	443	100%	99%	18	18	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	24	24	100%	100%	6	--	--
CSET English II	24	24	100%	100%	6	--	--
CSET English III	24	24	100%	100%	6	--	--
CSET English IV	24	24	100%	100%	6	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Japanese Subtest I	1	--	--	100%	1	--	--
CSET Japanese Subtest II	1	--	--	100%	1	--	--
CSET Japanese Subtest III	1	--	--	100%	1	--	--
CSET Mandarin Subtest I	5	--	--	100%	2	--	--
CSET Mandarin Subtest II	5	--	--	100%	2	--	--
CSET Mandarin Subtest III	5	--	--	100%	2	--	--
CSET Math I	22	22	100%	99%	8	--	--
CSET Math II	22	22	100%	99%	8	--	--
CSET Math III	5	--	--	95%	1	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	6	--	--	99%	3	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Science I	12	12	100%	100%	6	--	--
CSET Science II	12	12	100%	100%	6	--	--
CSET Social Sci I	21	21	100%	100%	3	--	--
CSET Social Sci II	21	21	100%	100%	3	--	--
CSET Social Sci III	21	21	100%	100%	3	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Aggregate	91	91	100%	99%	26	26	100%
Other Content Areas							
CSET Home Economics Subtest I	2	--	--	100%	2	--	--
CSET Home Economics Subtest II	2	--	--	100%	2	--	--
CSET Home Economics Subtest III	2	--	--	100%	2	--	--
CSET MSE I	447	447	100%	100%	18	18	100%
CSET MSE II	447	447	100%	100%	18	18	100%
CSET MSE III	447	447	100%	100%	18	18	100%

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

Institution/Program: CSU Long Beach

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	962	962	100%	100%	136	136	100%
Aggregate	962	962	100%	100%	136	136	100%
Professional Knowledge/Pedagogy							
RICA	640	634	99%	99%	81	80	99%
Aggregate	640	634	99%	99%	81	80	99%
Academic Content Areas							
CSET English I	21	21	100%	100%	6	--	--
CSET English II	21	21	100%	100%	6	--	--
CSET English III	21	21	100%	100%	6	--	--
CSET English IV	21	21	100%	100%	6	--	--
CSET Math I	14	14	100%	100%	7	--	--
CSET Math II	14	14	100%	100%	7	--	--
CSET Math III	9	--	--	93%	4	--	--
CSET Sci III Bio/Life	11	11	100%	100%	6	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci III Physics	4	--	--	100%	1	--	--
CSET Science I	20	20	100%	99%	10	10	100%
CSET Science II	20	20	100%	99%	10	10	100%
CSET Social Sci I	23	23	100%	100%	3	--	--
CSET Social Sci II	23	23	100%	100%	3	--	--
CSET Social Sci III	23	23	100%	100%	3	--	--
English Praxis II	2	--	--	100%	1	--	--
English S* (01)	2	--	--	99%	1	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	1	--	--
Math S* (02)	2	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	94%	0	--	--
Social Science S* (03)	2	--	--	97%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	90	89	99%	99%	28	28	100%
Other Content Areas							
CSET MSE I	439	439	100%	100%	33	33	100%
CSET MSE II	439	439	100%	100%	33	33	100%
CSET MSE III	439	439	100%	100%	33	33	100%
Health Science S* (16)	10	10	100%	100%	13	13	100%
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	33	33	100%	100%	17	17	100%
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	485	485	100%	100%			

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

Institution/Program: **CSU Long Beach**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Los Angeles**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The CSULA Charter College of Education's mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. Charter College of Education (CCOE) graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other educational specialists. Within an environment of shared governance, CCOE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all CCOE students.

Guided by this mission, CCOE faculty and staff continue to enhance and develop all CCOE programs. This year 1445 credentials were recommended and 418 student received master's degrees.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The faculty and administration continue to refine and develop an integrated assessment system that provides the opportunity for all segments of the College to engage in data driven decision making. An electronic management system is in place and includes a website that provides a portal to all of the College's accreditation activities and documents.

The CCOE continues to build and maintain strong partnerships with pre K-12 schools and agencies in its service area for the purpose of preparing highly qualified urban educators. Multiple surveys continued to be administered to assess programs including current student surveys, follow-up surveys of employers and graduates, and the CSU System-wide Evaluation of Teacher Preparation Programs.

The areas that could use improvement are related to our candidates' ability and skills to work with English Language Learners and students with disabilities. As a result faculty have continued to work collaboratively across areas of specialty to improve on these areas. For example, work groups have been created to bring together Special Education and English Language Learning faculty to work together to create professional development opportunities for all faculty who teach credential courses.

The College also continues to improved upon the aggregation of performance based assessment for the signature assignments at the initial, middle and end points of the credential program. These data provide us with

Institution/Program: **CSU Los Angeles**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

As part of the Charter College of Education's new strategic plan the College will enhance the process of assessment for program improvement, expand recruitment, retention, development and graduation of students, support retention and development of faculty and staff, as well as improve curriculum development.

In the 2008-2009 academic year the CCOE implemented the California Teacher Performance Assessment (TPA). A faculty TPA coordinator was appointed, faculty were trained to in the assessment of the TPA, and software programs were enhanced to accommodate the distribution, collection, and assessment of the TPA. Student enrolling in the Multiple and Single Subject credential programs after July 1, 2008 were are required to successfully complete the TPA.

Currently the Special Education faculty are working on the new Education Specialist credential program, in response to the new CTC standards. Additionally, the CCOE has moved forward with the launch of the new independent doctoral program, set for Fall 2009. The curriculum has received university approval and is in the final stages of WASC accreditation. The CCOE also enrolls 1,053 students in various MA/MS degree and doctoral programs. CSULA will continue to offer the joint doctorate, a Ph.D. in Special Education, with UCLA.

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

Institution/Program: **CSU Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	573	573	0
Single Subject Candidates	613	512	101
Education Specialist Candidates	381	267	114
Totals	1,567	1,352	215

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	208	208	
Single Subject Candidates	184	132	52
Education Specialist Candidates	151	93	58
Totals	543	433	110

Institution/Program: **CSU Los Angeles**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**0**	
In Academic Positions with Rights and Responsibilities	4	0	
In Non-Academic Positions without Rights and Responsibilities	14	0	
Single Subject Programs	**18**	**18**	
In Academic Positions with Rights and Responsibilities	5	6	
In Non-Academic Positions without Rights and Responsibilities	13	12	
Education Specialist Programs	**13**	**13**	
In Academic Positions with Rights and Responsibilities	10	10	
In Non-Academic Positions without Rights and Responsibilities	3	3	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	355	355	100%	100%	100	100	100%
Aggregate	355	355	100%	100%	100	100	100%
Professional Knowledge/Pedagogy							
RICA	220	208	95%	99%	48	44	92%
Aggregate	220	208	95%	99%	48	44	92%
Academic Content Areas							
CSET Art Subtest I	5	--	--	100%	2	--	--
CSET Art Subtest II	5	--	--	100%	2	--	--
CSET English I	13	13	100%	100%	11	11	100%
CSET English II	13	13	100%	100%	11	11	100%
CSET English III	13	13	100%	100%	11	11	100%
CSET English IV	13	13	100%	100%	11	11	100%
CSET Japanese Subtest I	1	--	--	100%	0	--	--
CSET Japanese Subtest II	1	--	--	100%	0	--	--
CSET Japanese Subtest III	1	--	--	100%	0	--	--
CSET Mandarin Subtest I	3	--	--	100%	0	--	--
CSET Mandarin Subtest II	3	--	--	100%	0	--	--
CSET Mandarin Subtest III	3	--	--	100%	0	--	--
CSET Math I	13	13	100%	99%	9	--	--
CSET Math II	13	13	100%	99%	9	--	--
CSET Math III	7	--	--	95%	6	--	--
CSET Music Subtest I	2	--	--	100%	2	--	--
CSET Music Subtest II	2	--	--	100%	2	--	--
CSET Music Subtest III	2	--	--	100%	2	--	--
CSET Sci III Bio/Life	5	--	--	99%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	3	--	--
CSET Science II	4	--	--	100%	3	--	--
CSET Social Sci I	18	18	100%	100%	3	--	--
CSET Social Sci II	18	18	100%	100%	3	--	--
CSET Social Sci III	18	18	100%	100%	3	--	--
CSET Spanish Subtest I	3	--	--	100%	1	--	--
CSET Spanish Subtest II	3	--	--	100%	1	--	--
CSET Spanish Subtest III	3	--	--	100%	1	--	--
Aggregate	64	64	100%	99%	31	31	100%
Other Content Areas							
CSET Ind/Tech Educ Subtest I	0	--	--	100%	1	--	--
CSET Ind/Tech Educ Subtest II	0	--	--	100%	1	--	--
CSET MSE I	211	211	100%	100%	32	32	100%
CSET MSE II	211	211	100%	100%	32	32	100%
CSET MSE III	211	211	100%	100%	32	32	100%
CSET Physical Education Subtest I	4	--	--	99%	0	--	--
CSET Physical Education Subtest II	4	--	--	99%	0	--	--
CSET Physical Education Subtest III	4	--	--	99%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--

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

Institution/Program: CSU Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	684	684	100%	100%	131	131	100%
Aggregate	684	684	100%	100%	131	131	100%
Professional Knowledge/Pedagogy							
RICA	458	446	97%	99%	126	126	100%
Aggregate	458	446	97%	99%	126	126	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	14	14	100%	100%	0	--	--
CSET English II	14	14	100%	100%	0	--	--
CSET English III	14	14	100%	100%	0	--	--
CSET English IV	14	14	100%	100%	0	--	--
CSET Math I	14	14	100%	100%	0	--	--
CSET Math II	14	14	100%	100%	0	--	--
CSET Math III	6	--	--	93%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	6	--	--	99%	1	--	--
CSET Science II	6	--	--	99%	1	--	--
CSET Social Sci I	21	21	100%	100%	0	--	--
CSET Social Sci II	21	21	100%	100%	0	--	--
CSET Social Sci III	21	21	100%	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Math S* (02)	5	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	3	--	--	96%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	99%	0	--	--
Aggregate	72	72	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	141	141	100%	100%	23	23	100%
CSET MSE II	141	141	100%	100%	23	23	100%
CSET MSE III	141	141	100%	100%	23	23	100%
Health Science S* (16)	4	--	--	100%	7	--	--
Industrial + Tech Ed. S* (18)	1	--	--	93%	1	--	--
MSAT (0140 + 0151)	34	34	100%	100%	41	41	100%
Phys. Educ. Praxis Test II	1	--		98%			

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

Institution/Program: **CSU Los Angeles**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Monterey Bay**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

CSUMB offers ELA/BCLAD/CTEL conventional and internship programs leading to the Multiple Subject, Single Subject, and Education Specialist Preliminary Credentials. Upon completion each preliminary (Level 1) credential in special education, Multiple Subject and Single Subject teachers are eligible for the clear (or Level II) credential. The three programs are designed for individuals who are interested in teaching in linguistically and culturally diverse elementary schools with large populations of English Language Learners. Our programs welcome teacher candidates who have the language and cultural experience or background to meet the needs of California's increasingly diverse student population.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The characteristics of CSUMB's teacher credential programs that contributed to -and continue to contribute to-- its effectiveness include the following:
(1) Field-Intensive Design: Teacher candidates are placed in public schools with substantial populations of English Language Learners from the first week of program enrollment through the conclusion of the final week of solo teaching experiences that occur near the end of the curriculum.
(2) Integration of Theory and Practice: All of our courses integrate theory with actual practice in the classroom through assignments and activities that are based on field placement setting experiences.
(3) Co-hort Based Model: Candidates enter and progress through our program in cohorts, whose members share classroom and field experiences as well as provide mutual support and encouragement.
(4) Outcomes-Based Curriculum: At the conclusion of their program, teacher candidates present a portfolio of professional products and reflections (based on CSTPs and TPEs) that demonstrates the attainment of teacher education learning outcomes that under gird the curriculum of the programs.

Institution/Program: **CSU Monterey Bay**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

(1) To ensure our teacher candidates' preparation to teach special needs students in the general education classroom, we are reviewing our school site placements and discussing with principals mechanisms that ensure all teacher candidate placements include students with special learning needs. Beginning fall 2007, all candidates in the Multiple and Single Subject programs were required to complete a course in special education inclusionary practices.
(2)By fall 2007, teacher candidates were required to demonstrate competencies in in educational technology. We are currently analyzing how the use of technology for teaching is being addressed in each of our methods courses and applied in school site placements.
(3) We are reviewing the effectiveness of our new advising approach, implemented to provide a personal, comprehensive, and valuable overall academic experience for our credential candidates. Candidates now have a consistent faculty advisor with whom they can discuss programmatic and personal concerns, and receive coordinated, consistent, and accurate information about course, program, and state requirements.
(4) Our faculty are in training in and participating in a program in order to implement a comprehensive unit-based assessment system. This consists of embedded signature assignments and expectations in teaching events, which together measure candidate performance.

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

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
teach.csumb.edu/site/x16164.xml

Institution/Program: **CSU Monterey Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	108	54	54
Single Subject Candidates	124	62	62
Education Specialist Candidates	242	121	121
Totals	474	237	237

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	58	54	4
Single Subject Candidates	68	62	6
Education Specialist Candidates	133	121	12
Totals	259	237	22

Institution/Program: **CSU Monterey Bay**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**14**	
In Academic Positions with Rights and Responsibilities	7	14	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**7**	**14**	
In Academic Positions with Rights and Responsibilities	7	14	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**7**	**14**	
In Academic Positions with Rights and Responsibilities	7	14	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	14 :1	:1
Single Subject Programs	7 :1	14 :1	:1
Education Specialist Programs	7 :1	14 :1	:1

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

Institution/Program: **CSU Monterey Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	18	5	18
Single Subject Programs	18	5	18
Education Specialist Programs	18	5	18

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Monterey Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	113	113	100%	100%	72	72	100%
Aggregate	113	113	100%	100%	72	72	100%
Professional Knowledge/Pedagogy							
RICA	56	55	98%	99%	33	33	100%
Aggregate	56	55	98%	99%	33	33	100%
Academic Content Areas							
CSET English I	2	--	--	100%	1	--	--
CSET English II	2	--	--	100%	1	--	--
CSET English III	2	--	--	100%	1	--	--
CSET English IV	2	--	--	100%	1	--	--
CSET Japanese Subtest I	1	--	--	100%	0	--	--
CSET Japanese Subtest II	1	--	--	100%	0	--	--
CSET Japanese Subtest III	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	6	--	--
CSET Math II	1	--	--	99%	5	--	--
CSET Sci III Bio/Life	2	--	--	99%	1	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Social Sci I	4	--	--	100%	2	--	--
CSET Social Sci II	4	--	--	100%	2	--	--
CSET Social Sci III	4	--	--	100%	2	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	0%	1	--	--
Aggregate	10	9	90%	99%	12	12	100%
Other Content Areas							
CSET MSE I	42	42	100%	100%	9	--	--
CSET MSE II	42	42	100%	100%	9	--	--
CSET MSE III	43	42	98%	100%	9	--	--
Aggregate	43	42	98%	100%	9	--	--
Summary Totals and Pass Rate	113	110	97%	99%	72	72	100%

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

Institution/Program: CSU Monterey Bay

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	237	237	100%	100%	14	14	100%
Aggregate	237	237	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	157	156	99%	99%	9	--	--
Aggregate	157	156	99%	99%	9	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	2	--	--	86%	0	--	--
Chemistry S* (04 + 06)	2	--	--	86%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	5	--	--	99%	0	--	--
CSET Science II	5	--	--	99%	0	--	--
CSET Social Sci I	14	14	100%	100%	0	--	--
CSET Social Sci II	14	14	100%	100%	0	--	--
CSET Social Sci III	14	14	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	7	--	--	100%	0	--	--
English S* (01)	7	--	--	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	94%	0	--	--
Social Science S* (03)	5	--	--	97%	0	--	--
Aggregate	45	44	98%	99%	0	--	--
Other Content Areas							
CSET MSE I	38	38	100%	100%	2	--	--
CSET MSE II	38	38	100%	100%	2	--	--
CSET MSE III	38	38	100%	100%	2	--	--
MSAT (0140 + 0151)	21	21	100%	100%	0	--	--
Aggregate	59	59	100%	100%	2	--	--
Summary Totals and Pass Rate	238	236	99%	99%	14	14	100%

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

Institution/Program: **CSU Monterey Bay**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Northridge**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Core to the College mission is the belief that all students have the capacity for success and that it is our role to prepare educators who can support all types of learners. In this spirit, we have developed multiple pathways to meet the diverse needs of college of education students seeking to become teachers. The college has extensive partnerships with community schools and agencies to provide meaningful student teaching experiences supervised by faculty in the departments of Elementary Education, Secondary Education, and Special Education. The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The faculty is committed to excellence in teaching, scholarship and service. The University meets high standards established by its accrediting agencies: California Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards. The university strongly supports the teacher preparation program by providing extensive resources in support of research and program assessment efforts to determine the effectiveness of our programs.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Multiple pathways to the credential, extensive education program options, curricular innovation, and program assessment are trademarks of CSUN. All programs reflect a strong knowledge of K-12 schools and the individual needs of candidates. The Accelerated Collaborative Teacher Education Program is a post-baccalaureate program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are responsible for their own classrooms. Students may concurrently earn a baccalaureate and teaching credential through our undergraduate multiple subjects, single subject, and special education blended programs. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. Faculty nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on strategies for student-centered learning, technology-based instruction, and effective pedagogy. Research and development grants help in developing a quality program assessment system as well as research agenda that examines the impact of various aspects of our teacher preparation process. Faculty promote best practice in the schools based on current research. Our diverse student body is assisted by state-of-the-art computer labs, test preparation sessions, and on-going advisement.

Institution/Program: **CSU Northridge**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

All programs have successfully responded to the California Commission on Teacher Credentialing feedback on their January 2008 submission of program documents for evaluation. These documents represent the beginning of a dialogue between a panel of experts and program faculty regarding the design and delivery of programs. This dialogue constitutes the Program Assessment phase of the revised accreditation system and precedes the site visit that is scheduled for fall 2009. The Deaf and Hard of Hearing specialization within the Special Education Department successfully completed an accreditation site visit in spring 2008 from the Council on Education of the Deaf. Multiple and Single Subject Credential faculty incorporated the Performance Assessment for California Teachers (PACT) into their respective programs. Candidates now upload their videotaped lessons on TaskStream and faculty have been calibrated to score the PACT the Teaching Event. The Assessment Coordinator obtained an Earmark grant to complete our program assessment system which includes an electronic data management system.Assessment reports are generated for departments to review and analyze on a regular basis. Refinements continue to be made on the assessment system and data warehouse, such as the refinement of existing instruments and creation of new data reports. Currently all programs are writing reports in preparation for the November accreditation visit.

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

Institution/Program: **CSU Northridge**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	940	900	40
Single Subject Candidates	613	418	195
Education Specialist Candidates	442	199	243
Totals	1,995	1,517	478

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	443	426	17
Single Subject Candidates	349	213	136
Education Specialist Candidates	247	192	55
Totals	1,039	831	208

Institution/Program: **CSU Northridge**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**50**	**3**	**0**
In Academic Positions with Rights and Responsibilities	12	2	0
In Non-Academic Positions without Rights and Responsibilities	38	1	0
Single Subject Programs	**44**	**16**	**0**
In Academic Positions with Rights and Responsibilities	7	4	0
In Non-Academic Positions without Rights and Responsibilities	37	12	0
Education Specialist Programs	**15**	**24**	**0**
In Academic Positions with Rights and Responsibilities	6	7	0
In Non-Academic Positions without Rights and Responsibilities	9	17	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	36 :1	0 :1
Single Subject Programs	36 :1	42 :1	0 :1
Education Specialist Programs	24 :1	48 :1	0 :1

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

Institution/Program: **CSU Northridge**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Northridge

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	480	480	100%	100%	147	147	100%
Aggregate	480	480	100%	100%	147	147	100%
Professional Knowledge/Pedagogy							
RICA	358	356	99%	99%	66	66	100%
Aggregate	358	356	99%	99%	66	66	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	1	--	--
CSET Art Subtest II	1	--	--	100%	1	--	--
CSET English I	14	14	100%	100%	12	12	100%
CSET English II	14	14	100%	100%	12	12	100%
CSET English III	14	14	100%	100%	12	12	100%
CSET English IV	14	14	100%	100%	12	12	100%
CSET Mandarin Subtest I	2	--	--	100%	1	--	--
CSET Mandarin Subtest II	2	--	--	100%	1	--	--
CSET Mandarin Subtest III	2	--	--	100%	1	--	--
CSET Math I	6	--	--	99%	19	19	100%
CSET Math II	6	--	--	99%	19	19	100%
CSET Math III	2	--	--	95%	3	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	3	--	--	100%	3	--	--
CSET Science II	3	--	--	100%	3	--	--
CSET Social Sci I	25	25	100%	100%	5	--	--
CSET Social Sci II	25	25	100%	100%	5	--	--
CSET Social Sci III	25	25	100%	100%	5	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	0%	1	--	--
Aggregate	54	54	100%	99%	42	42	100%
Other Content Areas							
CSET Business Subtest I	0	--	--	89%	1	--	--
CSET Business Subtest II	0	--	--	100%	1	--	--
CSET Business Subtest III	0	--	--	100%	1	--	--
CSET Health Subtest I	0	--	--	100%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	355	355	100%	100%	57	57	100%
CSET MSE II	355	355	100%	100%	57	57	100%
CSET MSE III	355	355	100%	100%	57	57	100%
CSET Physical Education Subtest I	6	--	--	99%	5	--	--
CSET Physical Education Subtest II	6	--	--	99%	5	--	--
CSET Physical Education Subtest III	6	--	--	99%	5	--	--
Health Science S* (16)	1	--	--	100%	3	--	--

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

Institution/Program: CSU Northridge

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	872	872	100%	100%	460	460	100%
Aggregate	872	872	100%	100%	460	460	100%
Professional Knowledge/Pedagogy							
RICA	650	648	100%	99%	209	209	100%
Aggregate	650	648	100%	99%	209	209	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	1	--	--
Art S* (12)	1	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	2	--	--
Biology S* (04 + 05)	0	--	--	100%	2	--	--
CSET Art Subtest I	1	--	--	100%	1	--	--
CSET Art Subtest II	1	--	--	100%	1	--	--
CSET English I	20	20	100%	100%	47	47	100%
CSET English II	20	20	100%	100%	47	47	100%
CSET English III	20	20	100%	100%	47	47	100%
CSET English IV	20	20	100%	100%	47	47	100%
CSET French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	13	13	100%	100%	23	23	100%
CSET Math II	13	13	100%	100%	23	23	100%
CSET Math III	6	--	--	93%	12	12	100%
CSET Sci III Bio/Life	7	--	--	100%	19	19	100%
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	25	25	100%
CSET Science II	6	--	--	99%	25	25	100%
CSET Social Sci I	31	31	100%	100%	20	20	100%
CSET Social Sci II	31	31	100%	100%	20	20	100%
CSET Social Sci III	31	31	100%	100%	20	20	100%
CSET Spanish Subtest I	2	--	--	100%	2	--	--
CSET Spanish Subtest II	2	--	--	100%	2	--	--
CSET Spanish Subtest III	2	--	--	100%	2	--	--
English Praxis II	5	--	--	100%	17	17	100%
English S* (01)	5	--	--	99%	17	17	100%
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
German S* (20)	0	--	--	100%	1	--	--
Korean S* (25)	0	--	--	0%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	100%	4	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--		94%			

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

Institution/Program: **CSU Northridge**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Sacramento**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Sacramento's College of Education collaborates as an active partner with the Sacramento community, regional county offices of education, our public school colleagues, faculty in the disciplines, and our candidates to develop high quality, meaningful and stimulating learning environments for children in our region. We actively embrace the diversity of the community we serve, building on its strengths while addressing its needs. We use interdisciplinary traditions to seek effective solutions in an environment of constant educational renewal.

California's Sacramento region encompasses the advantages and challenges of myriad community contexts – rural areas, growing and shrinking suburban areas, and an urban center. Moreover, our region's linguistic, ethnic and cultural diversity provide our schools with rich funds of knowledge from which to develop engaging, relevant programs and services. Within these complex and dynamic contexts, our teacher educators face the following challenges: (1) increasing the numbers of teachers well prepared to address the needs of low income, culturally, ethnically, and linguistically diverse students in urban and rural areas; (2) increasing the numbers of new teachers in high needs areas of science, mathematics, bilingual education and special education; and (3) ensuring that fieldwork and mentoring give new teachers the confidence and competence in "best practices" pedagogy for all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Substantial public school experience in various settings is a hallmark of our programs. Public school experience is integrated tightly with methods coursework so that candidates experience a seamless theory-practice-theory dynamic. Candidates are clustered in 25-person cohorts to keep learning communities small and constant. Cohorts often operate on public school sites where coursework includes frequent integration of site resources and opportunities to interact and apply new learning to classroom settings. The 10 professional development schools, part of the Equity Network, also strengthen these ties. At PDSs, candidates, site teachers and university faculty collaborate on inquiry-based activities focused on effective schooling for low income, culturally and linguistically diverse students. Some of these collaborative projects involve enriched science and arts curriculum, through the implementation of small group, inquiry-based activities designed by teachers and faculty and taught by candidates. Faculty members organized the annual Arts Resource Faire and Multicultural Education Conference, open to candidates and local educators. Significant professional development in science education was offered this year. This professional development is externally funded (Improving Teacher Quality program) and in 2007-08 culminated in a national conference on Lesson Study in Science and Social Studies. A federal Teaching American History grant provides professional development for teachers as well as for university faculty in education and the relevant disciplines. Finally, we are consolidating heretofore disparate math and science teacher recruitment efforts into a more streamlined process.

Institution/Program: **CSU Sacramento**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

All three departments offering certification for teachers continued with steps towards full implementation of the state mandated performance standards-based assessment of candidate competence. This includes providing support to a team of 30 faculty members to serve as Trainers for preparing approximately 60 other faculty to score this performance assessment. It also includes on-going curriculum alignment efforts in the multiple subject, single subject and education specialist programs to support candidate development of the knowledge and skills evaluated in the assessment.

In Fall 2008 our campus admitted its second cohort in pursuit of an independent Doctor of Education degree, housed in our College and jointly developed by the Educational Leadership and Policy Studies and the Public Policy Departments.

With support from an NSF/Noyce Scholars grant and the Chancellor's Office Math/Science Teacher Initiative, we are initiating processes for early identification of and support to future Math and Science Teachers. Both of these programs provide resources to establish a community of learners (majors, credential candidates, lead teachers, university faculty) focused on high quality math and science teaching. These resources also allow for new professional development opportunities, including supporting faculty and student groups to attend relevant professional conferences and to collaborate with expert teachers in the field on curriculum enhancement efforts.

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

Institution/Program: **CSU Sacramento**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	452	452	0
Single Subject Candidates	266	266	0
Education Specialist Candidates	162	162	0
Totals	880	880	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	377	377	0
Single Subject Candidates	184	184	0
Education Specialist Candidates	76	76	0
Totals	637	637	0

Institution/Program: **CSU Sacramento**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**219**	**0**	**0**
In Academic Positions with Rights and Responsibilities	23	0	0
In Non-Academic Positions without Rights and Responsibilities	196	0	0
Single Subject Programs	**53**	**0**	**0**
In Academic Positions with Rights and Responsibilities	28	0	0
In Non-Academic Positions without Rights and Responsibilities	25	0	0
Education Specialist Programs	**14**	**0**	**0**
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU Sacramento**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	18	30	540
Single Subject Programs	15	34	510
Education Specialist Programs	25	30	750

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Sacramento

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	431	431	100%	100%	64	64	100%
Aggregate	431	431	100%	100%	64	64	100%
Professional Knowledge/Pedagogy							
RICA	315	312	99%	99%	40	40	100%
Aggregate	315	312	99%	99%	40	40	100%
Academic Content Areas							
CSET Art Subtest I	3	--	--	100%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	9	--	--	100%	5	--	--
CSET English II	9	--	--	100%	5	--	--
CSET English III	9	--	--	100%	5	--	--
CSET English IV	9	--	--	100%	5	--	--
CSET Math I	6	--	--	99%	2	--	--
CSET Math II	6	--	--	99%	2	--	--
CSET Math III	0	--	--	95%	2	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	7	--	--	99%	5	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	5	--	--	100%	4	--	--
CSET Science II	5	--	--	100%	4	--	--
CSET Social Sci I	13	13	100%	100%	2	--	--
CSET Social Sci II	13	13	100%	100%	2	--	--
CSET Social Sci III	13	13	100%	100%	2	--	--
CSET Spanish Subtest I	2	--	--	100%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	41	41	100%	99%	16	16	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET Home Economics Subtest I	0	--	--	100%	1	--	--
CSET Home Economics Subtest II	0	--	--	100%	1	--	--
CSET Home Economics Subtest III	0	--	--	100%	1	--	--
CSET MSE I	313	313	100%	100%	34	34	100%
CSET MSE II	313	313	100%	100%	34	34	100%
CSET MSE III	313	313	100%	100%	34	34	100%
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	1	--	--
Aggregate	317	317	100%	100%	37	37	100%

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

Institution/Program: CSU Sacramento

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	526	526	100%	100%	71	71	100%
Aggregate	526	526	100%	100%	71	71	100%
Professional Knowledge/Pedagogy							
RICA	373	373	100%	99%	39	39	100%
Aggregate	373	373	100%	99%	39	39	100%
Academic Content Areas							
CSET English I	20	20	100%	100%	6	--	--
CSET English II	20	20	100%	100%	6	--	--
CSET English III	20	20	100%	100%	6	--	--
CSET English IV	20	20	100%	100%	6	--	--
CSET Math I	4	--	--	100%	2	--	--
CSET Math II	4	--	--	100%	2	--	--
CSET Math III	4	--	--	93%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	7	--	--	99%	4	--	--
CSET Science II	7	--	--	99%	4	--	--
CSET Social Sci I	17	17	100%	100%	1	--	--
CSET Social Sci II	17	17	100%	100%	1	--	--
CSET Social Sci III	17	17	100%	100%	1	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	99%	3	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	53	53	100%	99%	16	16	100%
Other Content Areas							
CSET MSE I	255	255	100%	100%	15	15	100%
CSET MSE II	256	256	100%	100%	15	15	100%
CSET MSE III	255	255	100%	100%	15	15	100%
Health Science S* (16)	3	--	--	100%	1	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	58	58	100%	100%	9	--	--
Aggregate	319	319	100%	100%	25	25	100%
Summary Totals and Pass Rate	526	526	100%	99%	71	71	100%

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

Institution/Program: **CSU Sacramento**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU San Bernardino**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 15,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public Administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a new education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing and nationally accredited by the National Council for Accreditation of Teacher Education, the College of Education is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society which embraces democratic principles. The wise teacher possesses rich subject matter knowledge, applies sound judgment to professional practice and conduct, applies a practical knowledge of context and culture, respects multiple viewpoints, and reflects and acts on professional practices and their consequences (adapted from Baltes & Smith, 1990). Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. Faculty work closely with schools and most have substantial school experience. Adjunct faculty members are active in public schools and/or recently retired. All credential applicants must have an overall G.P.A. of 2.67 or a GPA of 2.75 for their last 90 quarter units and must maintain a 3.0 GPA. Students must take the CBEST and must have either passed the appropriate subject matter exams or have successfully completed a state-approved subject matter course sequence prior to entrance. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 school districts has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor's degree and credential in four years and a summer.

Institution/Program: **CSU San Bernardino**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Several new initiatives are underway in CSUSB's College of Education. The Teacher Performance Assessment was formally adopted as an assessment for programs preparing elementary and secondary teachers, as required by California law. The College's assessment system was revised to align with the state's new accreditation system which includes a biennial report process for all credential programs. The College's Office of Assessment and Research evolved to include analysis of clinical practice candidate performance, the results of which contribute to program improvement. WASC accredited the new Ed.D. degree program in Educational Leadership. The next accreditation visit for the Ed.D. will be in 2012. The College developed an "Improvement and accountability" plan at the request of the CSU system that targets improvement in areas identified through the CSU System-wide Evaluation of Teacher Preparation Programs conducted by the The Center for Teacher Quality.

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

Institution/Program: **CSU San Bernardino**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	477	374	103
Single Subject Candidates	324	176	148
Education Specialist Candidates	349	49	300
Totals	1,150	599	551

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	290	222	68
Single Subject Candidates	241	111	130
Education Specialist Candidates	237	29	208
Totals	768	362	406

Institution/Program: **CSU San Bernardino**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**35**	**22**	**0**
In Academic Positions with Rights and Responsibilities	35	22	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**27**	**29**	**0**
In Academic Positions with Rights and Responsibilities	27	29	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**5**	**23**	**0**
In Academic Positions with Rights and Responsibilities	5	23	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU San Bernardino**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	228	228	100%	100%	180	180	100%
Aggregate	228	228	100%	100%	180	180	100%
Professional Knowledge/Pedagogy							
RICA	172	172	100%	99%	110	110	100%
Aggregate	172	172	100%	99%	110	110	100%
Academic Content Areas							
CSET English I	8	--	--	100%	3	--	--
CSET English II	8	--	--	100%	3	--	--
CSET English III	8	--	--	100%	3	--	--
CSET English IV	8	--	--	100%	3	--	--
CSET Math I	1	--	--	99%	7	--	--
CSET Math II	1	--	--	99%	7	--	--
CSET Math III	1	--	--	95%	2	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	99%	7	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	4	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Sci IV Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Social Sci I	7	--	--	100%	6	--	--
CSET Social Sci II	7	--	--	100%	6	--	--
CSET Social Sci III	7	--	--	100%	6	--	--
CSET Spanish Subtest I	0	--	--	100%	3	--	--
CSET Spanish Subtest II	0	--	--	100%	3	--	--
CSET Spanish Subtest III	0	--	--	100%	3	--	--
Aggregate	21	21	100%	99%	29	28	97%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	2	--	--
CSET Health Subtest II	1	--	--	100%	2	--	--
CSET Health Subtest III	1	--	--	100%	2	--	--
CSET MSE I	166	166	100%	100%	102	102	100%
CSET MSE II	166	166	100%	100%	102	102	100%
CSET MSE III	166	166	100%	100%	102	102	100%
Health Science S* (16)	0	--	--	100%	1	--	--
Aggregate	167	167	100%	100%	105	105	100%
Summary Totals and Pass Rate	228	228	100%	99%	181	180	99%

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

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	428	428	100%	100%	295	295	100%
Aggregate	428	428	100%	100%	295	295	100%
Professional Knowledge/Pedagogy							
RICA	348	348	100%	99%	203	203	100%
Aggregate	348	348	100%	99%	203	203	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	8	--	--	100%	9	--	--
CSET English II	8	--	--	100%	9	--	--
CSET English III	8	--	--	100%	9	--	--
CSET English IV	8	--	--	100%	9	--	--
CSET Math I	1	--	--	100%	7	--	--
CSET Math II	1	--	--	100%	7	--	--
CSET Math III	0	--	--	93%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	10	10	100%
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	13	13	100%
CSET Science II	4	--	--	99%	13	13	100%
CSET Social Sci I	13	13	100%	100%	4	--	--
CSET Social Sci II	13	13	100%	100%	4	--	--
CSET Social Sci III	13	13	100%	100%	4	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	2	--	--
Music S* (13)	2	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	94%	1	--	--
Social Science S* (03)	0	--	--	97%	1	--	--
Spanish S* (10)	2	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	1	--	--
Aggregate	33	33	100%	99%	43	43	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	2	--	--
CSET MSE I	229	229	100%	100%	66	66	100%
CSET MSE II	229	229	100%	100%			

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

Institution/Program: **CSU San Bernardino**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU San Marcos**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University San Marcos (CSUSM) accepted its first students in 1990, and from its inception has demonstrated a strong commitment to teacher education. The university devotes a higher proportion of its base budget to teacher education than any other college on the campus. The College of Education was established in 1990 with teacher education as its primary focus. The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practice. We offer programs to prepare teachers for elementary schools, middle schools, high schools, and special education. We offer only professional education programs through the college, using a variety of delivery modes that allow candidates to engage in full-time study, part-time study, and teaching internships. Programs are geared to meet the needs of area school districts and to maximize accessibility for candidates from varying life circumstances. Our goal is to ensure a fully qualified teacher in every classroom in our service region, and we are adaptable to emerging needs that result from policy decisions such as the No Child Left Behind Act. In addition to preparing new teachers, we collaborate with area school districts in many areas related to continuous school improvement, including beginning teacher support and induction, experienced teacher professional development, and preparation of school administrators. The resources of the College of Education are wholly devoted to professional education and school improvement through collaboration.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Some exemplary aspects of the college are:

1) Our programs are offered on a cohort model in which candidates complete their program requirements in an intact group. A problem-solving approach to instruction forms strong adult learning communities that model how effective schools operate.

2) All teacher education programs at CSUSM are standards-based. They meet national and state accreditation standards, and California student learning standards form the basis of instructional methods courses.

3) We fully embed English learner competencies in our programs, ensuring that all graduates are prepared to meet the educational needs of students who are English language learners.

4) A hallmark of the college is our Distinguished Teacher in Residence (DTiR) program, designed to engage outstanding teachers in the preparation of new teachers and support college faculty to work in area schools. Fourteen school districts partner with the college to support the program. Teachers are selected for two-year terms as full-time faculty in the College of Education. Six Distinguished Teachers in Residence serve at any given time. Also, the joint funding arrangement supports “reassigning” the equivalent of three full-time faculty positions annually for college faculty to work in area schools.

Institution/Program: **CSU San Marcos**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Examples of program enhancements and initiatives during the 2008/2009 academic year include:
1) The College of Education has implemented the state mandated Teacher Performance Assessment (TPA) system across all required programs. We continue to redesign and refine the curriculum of all credential classes, multiple subject, middle level, single subject, and special education. The TPA is an outcome-based model and covers the core skills required of each beginning teacher. In addition to curriculum revision, faculty have gone through a professional development series to assist them in understanding the process, content, and evaluation strategies that make up the TPA.

2) The College continues to pursue accreditation for a Communicative Disorders and Sciences MA program. The program will be focused on educating and training school-based personnel to better serve the regional public school demand for Speech and Language therapists. We anticipate the first cohort will enter the program in fall 2010.

3) The College has joined two regional partners, UCSD and San Diego State, to implement the Math for America San Diego project. This project targets the training of math educators to increase the number of well-qualified teachers of math in regional public schools. The first cohort of eligible math teacher candidates entered programs in fall 2008.

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

Institution/Program: **CSU San Marcos**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	538	538	0
Single Subject Candidates	61	61	0
Education Specialist Candidates	106	78	28
Totals	705	677	28

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	325	325	0
Single Subject Candidates	55	55	0
Education Specialist Candidates	70	55	15
Totals	450	435	15

Institution/Program: **CSU San Marcos**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**50**		
In Academic Positions with Rights and Responsibilities	17		
In Non-Academic Positions without Rights and Responsibilities	33		
Single Subject Programs	**13**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	10		
Education Specialist Programs	**10**	**5**	
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	8	5	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **CSU San Marcos**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	18	720
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	338	338	100%	100%	5	--	--
Aggregate	338	338	100%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	284	281	99%	99%	5	--	--
Aggregate	284	281	99%	99%	5	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	100%	0	--	--
CSET English IV	8	--	--	100%	0	--	--
CSET Math I	7	--	--	99%	0	--	--
CSET Math II	7	--	--	99%	0	--	--
CSET Math III	4	--	--	95%	0	--	--
CSET Sci III Bio/Life	4	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
CSET Spanish Subtest I	4	--	--	100%	0	--	--
CSET Spanish Subtest II	4	--	--	100%	0	--	--
CSET Spanish Subtest III	4	--	--	100%	0	--	--
Aggregate	33	32	97%	99%	0	--	--
Other Content Areas							
CSET MSE I	281	280	100%	100%	5	--	--
CSET MSE II	281	280	100%	100%	5	--	--
CSET MSE III	282	282	100%	100%	5	--	--
CSET Physical Education Subtest I	4	--	--	99%	0	--	--
CSET Physical Education Subtest II	4	--	--	99%	0	--	--
CSET Physical Education Subtest III	4	--	--	99%	0	--	--
Aggregate	286	285	100%	100%	5	--	--
Summary Totals and Pass Rate	340	335	99%	99%	5	--	--

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

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	428	428	100%	100%	6	--	--
Aggregate	428	428	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	353	353	100%	99%	6	--	--
Aggregate	353	353	100%	99%	6	--	--
Academic Content Areas							
CSET English I	17	17	100%	100%	0	--	--
CSET English II	17	17	100%	100%	0	--	--
CSET English III	17	17	100%	100%	0	--	--
CSET English IV	17	17	100%	100%	0	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	8	--	--	100%	0	--	--
CSET Math II	8	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	9	--	--	99%	0	--	--
CSET Science II	9	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	51	51	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	260	260	100%	100%	2	--	--
CSET MSE II	260	260	100%	100%	2	--	--
CSET MSE III	260	260	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	32	32	100%	100%	3	--	--
Aggregate	293	293	100%	100%	5	--	--
Summary Totals and Pass Rate	429	429	100%	99%	6	--	--

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

Institution/Program: **CSU San Marcos**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Stanislaus**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

The College of Education Teacher Recruitment and Retention Office serves as a resource center for teacher candidates seeking CSET, CBEST or RICA preparation assistance. The office provides information on a variety of examination preparation options via one-on-one advising sessions with students, group presentations (both on and off campus groups), e-mail correspondence, regular mailing, and the internet. The CSET, CBEST, and RICA examination preparation options include workshops, blackboard tutorial, one-on-one tutoring, live distance video instruction, and internet assistance. Approximately 500 students received resource/referral services regarding preparation assistance during the academic year 2007-08.

Institution/Program: **CSU Stanislaus**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Department of Teacher Education implemented the California Teacher Performance Assessment (CalTPA) model as its exit assessment of all teacher candidates for both Multiple and Single Subject Credential Programs who started program in summer 2008. The CalTPA model focuses on four tasks, with a maximum score of 16. The tasks include case studies, lesson plans, assessments, and adaptations for students. Candidates create a video taped lesson, which they analyze and reflect upon, too.

Passing scores for CSU Stanislaus students is a minimum of 12 with 3 points for each task. Candidates complete the CalTPA over two semesters and engage in practice activities in courses. The first group of candidates to complete the TPA will finish their program in June 2009.

Faculty are actively involved in the design, implementation, and coursework related to the CalTPA system. Faculty sit on the Department of Teacher Education CalTPA Committee to make recommendations to the general Teacher Education faculty. All full and part-time faculty who teach courses with TPA in them have been trained in the structure of CalTPA, and many have qualified as TPA assessors.

In spring 2009, the department initiated use of Taskstream, an e-portfolio system: candidates submit their TPA responses electronically, assessors score the tasks online, and demographics and scores of candidates and assessors are summarized and retained.

Both Special Education and School Counseling Programs are approved by CCTC for internship programs.

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

Institution/Program: **CSU Stanislaus**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	853	807	46
Single Subject Candidates	643	536	107
Education Specialist Candidates	73	68	5
Totals	1,569	1,411	158

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	292	253	39
Single Subject Candidates	285	184	101
Education Specialist Candidates	13	11	2
Totals	590	448	142

Institution/Program: **CSU Stanislaus**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**24**	**10**	**0**
In Academic Positions with Rights and Responsibilities	12	2	0
In Non-Academic Positions without Rights and Responsibilities	12	8	0
Single Subject Programs	**22**	**20**	**0**
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	20	18	0
Education Specialist Programs	**5**	**2**	**2**
In Academic Positions with Rights and Responsibilities	5	2	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	16 :1	:1
Single Subject Programs	9.2 :1	5.6 :1	:1
Education Specialist Programs	3 :1	2 :1	1 :1

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

Institution/Program: **CSU Stanislaus**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	15	30	450
Education Specialist Programs	30	14	420

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: CSU Stanislaus

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	323	323	100%	100%	86	86	100%
Out-of-State Basic Skills	1	--	--	100%	0	--	--
Aggregate	324	324	100%	100%	86	86	100%
Professional Knowledge/Pedagogy							
RICA	263	256	97%	99%	38	38	100%
Aggregate	263	256	97%	99%	38	38	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	7	--	--
CSET English II	1	--	--	100%	7	--	--
CSET English III	1	--	--	100%	7	--	--
CSET English IV	1	--	--	100%	7	--	--
CSET Math I	3	--	--	99%	4	--	--
CSET Math II	3	--	--	99%	4	--	--
CSET Math III	1	--	--	95%	1	--	--
CSET Sci III Bio/Life	1	--	--	99%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	2	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Social Sci I	11	11	100%	100%	5	--	--
CSET Social Sci II	11	11	100%	100%	5	--	--
CSET Social Sci III	11	11	100%	100%	5	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	20	20	100%	99%	22	22	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	260	260	100%	100%	39	39	100%
CSET MSE II	260	260	100%	100%	39	39	100%
CSET MSE III	260	260	100%	100%	39	39	100%
CSET Physical Education Subtest I	3	--	--	99%	1	--	--
CSET Physical Education Subtest II	3	--	--	99%	1	--	--
CSET Physical Education Subtest III	3	--	--	99%	1	--	--
Aggregate	264	264	100%	100%	40	40	100%
Summary Totals and Pass Rate	324	317	98%	99%	86	86	100%

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

Institution/Program: CSU Stanislaus

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	412	412	100%	100%	47	47	100%
Aggregate	412	412	100%	100%	47	47	100%
Professional Knowledge/Pedagogy							
RICA	333	332	100%	99%	25	25	100%
Aggregate	333	332	100%	99%	25	25	100%
Academic Content Areas							
CSET English I	4	--	--	100%	4	--	--
CSET English II	4	--	--	100%	4	--	--
CSET English III	4	--	--	100%	4	--	--
CSET English IV	4	--	--	100%	4	--	--
CSET Math I	1	--	--	100%	4	--	--
CSET Math II	1	--	--	100%	4	--	--
CSET Math III	0	--	--	93%	1	--	--
CSET Sci III Bio/Life	6	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	4	--	--	99%	2	--	--
CSET Science II	4	--	--	99%	2	--	--
CSET Social Sci I	9	--	--	100%	1	--	--
CSET Social Sci II	9	--	--	100%	1	--	--
CSET Social Sci III	9	--	--	100%	1	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	99%	1	--	--
Aggregate	22	22	100%	99%	13	13	100%
Other Content Areas							
CSET MSE I	256	256	100%	100%	21	21	100%
CSET MSE II	256	256	100%	100%	21	21	100%
CSET MSE III	256	256	100%	100%	21	21	100%
MSAT (0140 + 0151)	10	10	100%	100%	3	--	--
Praxis II Business	1	--	--	100%	0	--	--
Aggregate	267	267	100%	100%	24	24	100%
Summary Totals and Pass Rate	413	412	100%	99%	47	47	100%

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

Institution/Program: **CSU Stanislaus**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School od Education faculty develop educators who demonstrate moral and ethical purpose, apply current educational and information literacy theories, use intercultural knowledge in the classroom, and sustain professional excellence to serve the needs of a democratic and diverse society.

Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers.

The School of Education has a long history of collaboration in the surrounding Bay Area counties. Local schools in the service area are comprised of children from diverse backgrounds in inner city, suburban, and rural settings. The professional preparation program reflects the commitment to multidisciplinary and multicultural education. The professional preparation program strives to provide the intellectual tools and insights that will enable candidates to live in and teach about a world of diversity. This program equips candidates to make a difference not just as teachers, but also as members of society. We are very proud of the excellent reputation enjoyed by teachers who receive their professional preparation at Dominican University of California.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

Candidates in the multiple and single subject teacher credential programs attend a seminar course with a small group of teacher candidates throughout the program. Candidates are assigned field experiences in their professional preparation courses and share their experiences in small seminars. Seminar instructors supervise candidates and remain as their advisor during student teaching. This allows for a close supportive relationship between candidates and professors.

The undergraduate Blended Liberal Studies Program has been recognized for the strong relationships among faculty in Arts and Sciences, faculty in Education, and teachers from local schools.

The multiple subject, single subject, and special education programs in rural Ukiah begin with an early course in August. Candidates continue their program in the evening and on weekends. This program services the needs of a vast community that does not have a four year college/university in its immediate geographical area.

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

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

There were no new initiatives in 2007-08. The School of Education was reviewed in 2007-08 by the Committee on Accreditation as part of their regular accreditation process. The School of Education received full accreditation from the California Commission on Teacher Credentialing.

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	111	107	4
Single Subject Candidates	67	49	18
Education Specialist Candidates	60	50	10
Totals	238	206	32

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	51	47	4
Single Subject Candidates	30	19	11
Education Specialist Candidates	22	12	10
Totals	103	78	25

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

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**9**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	15	9	0
Single Subject Programs	**12**	**12**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	11	12	0
Education Specialist Programs	**2**	**3**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	1	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	35	18	630
Education Specialist Programs	35	15	525

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	78	78	100%	100%	25	25	100%
Aggregate	78	78	100%	100%	25	25	100%
Professional Knowledge/Pedagogy							
RICA	58	56	97%	99%	13	13	100%
Aggregate	58	56	97%	99%	13	13	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	100%	1	--	--
CSET English IV	6	--	--	100%	1	--	--
CSET Math I	2	--	--	99%	5	--	--
CSET Math II	2	--	--	99%	5	--	--
CSET Math III	1	--	--	95%	4	--	--
CSET Sci III Bio/Life	3	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Social Sci I	4	--	--	100%	1	--	--
CSET Social Sci II	4	--	--	100%	1	--	--
CSET Social Sci III	4	--	--	100%	1	--	--
Aggregate	18	18	100%	99%	8	--	--
Other Content Areas							
CSET MSE I	58	58	100%	100%	12	12	100%
CSET MSE II	58	58	100%	100%	12	12	100%
CSET MSE III	58	58	100%	100%	12	12	100%
CSET Physical Education Subtest I	0	--	--	99%	2	--	--
CSET Physical Education Subtest II	0	--	--	99%	2	--	--
CSET Physical Education Subtest III	0	--	--	99%	2	--	--
Aggregate	58	58	100%	100%	14	14	100%
Summary Totals and Pass Rate	78	76	97%	99%	25	23	92%

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	131	131	100%	100%	24	24	100%
Aggregate	131	131	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	88	88	100%	99%	10	10	100%
Aggregate	88	88	100%	99%	10	10	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Math I	4	--	--	100%	4	--	--
CSET Math II	4	--	--	100%	4	--	--
CSET Math III	2	--	--	93%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	3	--	--
CSET Science II	4	--	--	99%	3	--	--
CSET Social Sci I	12	12	100%	100%	2	--	--
CSET Social Sci II	12	12	100%	100%	2	--	--
CSET Social Sci III	12	12	100%	100%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	2	--	--
Math S* (02)	1	--	--	100%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	31	31	100%	99%	12	11	92%
Other Content Areas							
Business S* (15)	2	--	--	97%	0	--	--
CSET MSE I	68	68	100%	100%	5	--	--
CSET MSE II	68	68	100%	100%	5	--	--
CSET MSE III	68	68	100%	100%	5	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	9	--	--	100%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	81	81	100%	100%			

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

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

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Fresno Pacific University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Fresno Pacific teacher education program, centered in the heart of the great central valley, prepares teachers to meet the needs of all children. Racial, ethnic, socio-economic and language diversity characterize all schools used for field experiences. As a Christian university, Fresno Pacific values teaching as service. As one of many education programs in the School of Education, the credential program is dedicated to meeting the needs of individuals, viewing both education and learners holistically, and to modeling learning in community.

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

In addition, Fresno Pacific offers a special education program which leads to the Level I credential. This program provides coursework which prepares candidates with the ability to plan, design, and implement effective instruction that meets the needs of students who experience mild/moderate and moderate/severe handicaps, as well as those students with physical and health impairments. The basic multiple subject and special education programs are well articulated to facilitate students' opportunities to prepare for both careers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students often report that they have been well served by the individualized, careful advising they receive from their advisors and professors. Caring, respectful relationships are at the heart of the credential program. This is particularly evident in the modified cohort model through which students develop lasting professional friendships with their professors and peers. The credential program is supported through numerous partnerships with local schools and districts.

Students also report that the program is both academically rigorous and practical in terms of preparing for the classroom. Students document their growth in preparation for teaching by preparing a teaching portfolio. This portfolio experience provides candidates, professors and potential employers with a rich picture of their preparation for teaching. In addition, the program has adopted the California Teaching Performance Assessment which is managed by Task Stream. The teaching portfolio is aligned with the California Standards for the Teaching Profession. Both the regular credential program and the special education program emphasizes honest and ethical practices based on a Christian perspective.

Institution/Program: **Fresno Pacific University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

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

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

Institution/Program: **Fresno Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	195	168	27
Single Subject Candidates	62	37	25
Education Specialist Candidates	60	28	32
Totals	317	233	84

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	87	68	19
Single Subject Candidates	28	14	14
Education Specialist Candidates	15	1	14
Totals	130	83	47

Institution/Program: **Fresno Pacific University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**15**	**0**
In Academic Positions with Rights and Responsibilities	25	15	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**14**	**14**	**0**
In Academic Positions with Rights and Responsibilities	14	14	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1**	**5**	**0**
In Academic Positions with Rights and Responsibilities	1	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.7 :1	1.2 :1	:1
Single Subject Programs	2 :1	2 :1	:1
Education Specialist Programs	1 :1	2.8 :1	:1

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

Institution/Program: **Fresno Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Fresno Pacific University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	83	83	100%	100%	39	39	100%
Aggregate	83	83	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	67	65	97%	99%	27	26	96%
Aggregate	67	65	97%	99%	27	26	96%
Academic Content Areas							
CSET English I	2	--	--	100%	5	--	--
CSET English II	2	--	--	100%	5	--	--
CSET English III	2	--	--	100%	5	--	--
CSET English IV	2	--	--	100%	5	--	--
CSET Math I	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Sci III Bio/Life	2	--	--	99%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	9	--	--	99%	8	--	--
Other Content Areas							
CSET Business Subtest I	1	--	--	89%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	70	70	100%	100%	26	26	100%
CSET MSE II	70	70	100%	100%	26	26	100%
CSET MSE III	70	70	100%	100%	26	26	100%
Aggregate	71	71	100%	100%	26	26	100%
Summary Totals and Pass Rate	85	83	98%	99%	39	38	97%

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

Institution/Program: Fresno Pacific University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	86	86	100%	100%	17	17	100%
Aggregate	86	86	100%	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	65	64	98%	99%	6	--	--
Aggregate	65	64	98%	99%	6	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	3	--	--	100%	1	--	--
CSET Social Sci II	3	--	--	100%	1	--	--
CSET Social Sci III	3	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
German S* (20)	1	--	--	100%	0	--	--
Aggregate	8	--	--	99%	4	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	45	45	100%	100%	2	--	--
CSET MSE II	45	45	100%	100%	2	--	--
CSET MSE III	45	45	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	50	50	100%	100%	5	--	--
Summary Totals and Pass Rate	86	85	99%	99%	17	17	100%

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

Institution/Program: **Fresno Pacific University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

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

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

We have transitioned to using the Performance Assessment for California Teachers, beginning with our cohort which will complete the program in June of 2009. These teachers have been supported in their throughout the year with weekly PACT seminar classes. We anticipate that this will result in a nearly 100% pass rate for the cohort, and look forward to moving each of them onto a Preliminary Single Subject credential.

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	15	0	15
Education Specialist Candidates	0	0	0
Totals	15	0	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

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

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

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**15**
In Academic Positions with Rights and Responsibilities	0	0	10
In Non-Academic Positions without Rights and Responsibilities	0	0	5
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	7	--	--
Aggregate	0	--	--	100%	7	--	--
Summary Totals and Pass Rate	0	--	--	99%	7	--	--

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

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

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--		0	--	--
Aggregate	0	--	--		0	--	--
Summary Totals and Pass Rate	0	--	--		0	--	--

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

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

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Holy Names University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names University, historically and to the present day, has focused its attention on the preparation of dedicated educators for the urban schools of Oakland and its surrounding communities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically changing society, and the changes created by radical shifts in societal organization.

The Department is committed to preparing qualified and committed teachers who are ready to meet the challenge. The Multiple and Single Subjects and Education Specialist: Mild/Moderate Disabilities credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve. Recently, the Department has added the Bilingual Authorization for the Multiple and Single Subject credentials. The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. Most students have had previous careers, so they bring experiences from a variety of backgrounds that they can share with peers and their future students. Students are considered for admission based on multiple measures of their potential for teaching excellence. The courses are offered at times that accommodate most working adults.

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The faculty of the Education Department is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisers, and mentors as well. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems. The Department's long history in the area as a premier teacher preparation program means that there are many outstanding mentors and supporters at school sites for graduates of the program, as well as for student teacher placements. The faculty meets regularly to review candidate progress, both in coursework and in the field placement assignment.

The Holy Names program includes candidates completing the regular program with supervised student teaching and candidates serving as teachers of record in urban school districts with internship credentials. In the latter two cases, program completion requires a second supervised school placement, usually during the summer, where the candidate works within the classroom environment of a cooperating teacher, under supervision of a college supervisor. The program works closely with local beginning teacher support networks in school districts and county offices of education, to ensure linkages with district expectations and resources.

Institution/Program: **Holy Names University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

On December 19, 2007, the California Commission on Teacher Credentialing, approved the English Learner Authorization to the Education Specialist Mild Moderate Credential.

On June 27, 2008, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, granted initial accreditation for BCLAD Emphasis to the Multiple and Single Subject programs.

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

Institution/Program: **Holy Names University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	13	8	5
Single Subject Candidates	6	2	4
Education Specialist Candidates	13	8	5
Totals	32	18	14

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	13	8	5
Single Subject Candidates	6	2	4
Education Specialist Candidates	13	8	5
Totals	32	18	14

Institution/Program: **Holy Names University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Holy Names University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Holy Names University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	20	20	100%	100%	9	--	--
Aggregate	20	20	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	4	--	--
Aggregate	16	16	100%	99%	4	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Korean Subtest I	1	--	--	100%	0	--	--
CSET Korean Subtest II	1	--	--	100%	0	--	--
CSET Korean Subtest III	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	100%	1	--	--
CSET Social Sci II	2	--	--	100%	1	--	--
CSET Social Sci III	2	--	--	100%	1	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	4	--	--	99%	4	--	--
Other Content Areas							
CSET MSE I	13	13	100%	100%	4	--	--
CSET MSE II	13	13	100%	100%	4	--	--
CSET MSE III	13	13	100%	100%	4	--	--
Aggregate	13	13	100%	100%	4	--	--
Summary Totals and Pass Rate	20	20	100%	99%	9	--	--

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

Institution/Program: Holy Names University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	13	13	100%	100%	21	21	100%
Aggregate	13	13	100%	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	13	13	100%	99%	15	15	100%
Aggregate	13	13	100%	99%	15	15	100%
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	3	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	9	--	--	100%	8	--	--
CSET MSE II	9	--	--	100%	8	--	--
CSET MSE III	9	--	--	100%	8	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	4	--	--
Aggregate	9	--	--	100%	14	14	100%
Summary Totals and Pass Rate	13	13	100%	99%	21	21	100%

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

Institution/Program: **Holy Names University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Hope International University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department enrolls approximately 100 students. The department exists to serve the mission of Hope International University by offering post-baccalaureate education "...to prepare competent professionals for servant leadership world-wide" in disciplines with potential for high societal impact. The Teacher Credential Program is committed to Christian values in a non-sectarian setting and maintain a focus on applied scholarship. The diverse student population within the districts surrounding the university provides rich opportunities for credential candidates to recognize and appreciate the rewards of working in Southern California's classrooms.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Founded as a Bible College in 1928, the growth of the institution into Hope International University has not diminished its original commitment to preparing students for a lifetime of quality living and dedication to service. The accessibility of faculty, staff, and administration is one indication that the University community embraces the foundational concept of servant leadership. The Education Department faculty is comprised of current and refined practitioners committed to academic excellence by providing research- based instruction and pedagogical models designed to prepare teachers to effectively serve the diverse student population found in California's classrooms. During 2004-2005, as part of the WASC Accreditation process, an academic matrix was developed and all courses were reviewed. In 2008 the Department completed its first Biennial Report for the CTC. Students and graduates appreciate the staff's and faculty's "personal touch" and interest in their individual progress during the program. Clear communication, small class size, and frequent supervision during student teaching are examples of the commitment to service by staff and faculty. Evening and weekend classes are scheduled to meet the needs of graduate students who are currently employed full-time.

Institution/Program: **Hope International University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

All new initiatives to improve program excellence or effectiveness are all in place.

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

Institution/Program: **Hope International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	56	
Single Subject Candidates			
Education Specialist Candidates			
Totals	56	56	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

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

Institution/Program: **Hope International University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Hope International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Hope International University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	7	--	--	100%	0	--	--
Aggregate	7	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	99%	0	--	--
Aggregate	7	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
Aggregate	7	--	--	100%	0	--	--
Summary Totals and Pass Rate	7	--	--	99%	0	--	--

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

Institution/Program: Hope International University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	16	16	100%	100%	0	--	--
Aggregate	16	16	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	0	--	--
CSET MSE II	15	15	100%	100%	0	--	--
CSET MSE III	15	15	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	16	16	100%	100%	0	--	--
Summary Totals and Pass Rate	16	16	100%	99%	0	--	--

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

Institution/Program: **Hope International University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Humboldt State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Faculty and staff in the School of Education at Humboldt State University are committed to high quality education of teachers and to keeping children and adolescents at the heart of our teaching. We believe our society needs teachers who: are creative and independent thinkers, take on leadership roles in our profession, demonstrate academic excellence, and commit themselves to high ethical standards. We perceive students not as passive recipients, but rather as active, life-long learners. We believe that literacy is the responsibility of every teacher and essential for life-long learning. Our goal for all of our students is that they will graduate from our program and become exceptional teachers and strong, articulate advocates for children, adolescents, and for public education. We believe in offering a challenging academic program that focuses on best educational practices and the creation of a community of caring in our program and in our public school classrooms. We respond to our students' work personally; help our students become aware of their own assumptions, preconceptions, and personal filters; and assist them in understanding how such assumptions, preconceptions, and filters affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see teachers as being agents of social change. We know that teaching is one of the most difficult and demanding professions, and we believe that no profession is more rewarding or more worth the dedication required than teaching.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

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

Single subject (SED) credential candidates have the opportunity to fulfill their fieldwork requirements within the Early College High School at College of the Redwoods.

The Special Education (SPED) Program offers credentials in Mild/Moderate and Moderate/Severe disabilities. The SPED program faculty continue to use reading and math clinics for all credential candidates to more consistently prepare them to teach core academic content and to effectively use a variety of instructional strategies while continuing the existing time spent in a classroom with a mentor teacher.

Institution/Program: **Humboldt State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The School of Education joined the Performance Assessment for California Teachers (PACT) consortium to meet the Teacher Performance Assessment requirements. The pilot of PACT teacher performance assessments was successfully completed during the 2007-2008 academic year. During the 2008-2009 academic year, the Elementary and Secondary Programs fully implemented PACT. Credential candidate assessments will be completed in Spring 2009. There are approximately 50 SED and 50 EED candidates participating in this first year PACT implementation.

The Special Education Program developed an Autism and Communication Disabilities Program in 2006 -2007, with a pilot program initiated in Spring 2007. Implementation of the program began in Fall 2008, and will continue with program revisions as needed. A Memorandum of Understanding was signed between Humboldt State University, the Humboldt County Office of Education and the Redwood Coast Regional Center in Spring 2009 to formalize the collaboration between the agencies. The program is designed as the first entrance into public education for individuals with Autism, and offers assessment services, instructional strategies for teachers, and serves as a transition lab for inclusion into the public school system.

The Elementary Education faculty member hired in 2007-08 assumed the Directorship of the Liberal Studies Elementary Education Program in the Fall of 2008.

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

Institution/Program: **Humboldt State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	77	74	3
Single Subject Candidates	65	58	7
Education Specialist Candidates	49	42	7
Totals	191	174	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	77	74	3
Single Subject Candidates	65	58	7
Education Specialist Candidates	23	16	7
Totals	165	148	17

Institution/Program: **Humboldt State University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**15**	**1**	**0**
In Academic Positions with Rights and Responsibilities	15	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**14**	**7**	**0**
In Academic Positions with Rights and Responsibilities	14	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**9**	**5**	**0**
In Academic Positions with Rights and Responsibilities	9	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15.42 :1	15 :1	n/a :1
Single Subject Programs	18.13 :1	14 :1	n/a :1
Education Specialist Programs	14.55 :1	28 :1	n/a :1

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

Institution/Program: **Humboldt State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27.30	37	1,010
Single Subject Programs	22.50	38	855
Education Specialist Programs	21	29	609

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Humboldt State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	127	127	100%	100%	10	10	100%
Aggregate	127	127	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	72	70	97%	99%	8	--	--
Aggregate	72	70	97%	99%	8	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	3	--	--	99%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	0	--	--
CSET Science II	5	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
Aggregate	23	23	100%	99%	1	--	--
Other Content Areas							
CSET Ind/Tech Educ Subtest I	3	--	--	100%	0	--	--
CSET Ind/Tech Educ Subtest II	3	--	--	100%	0	--	--
CSET MSE I	71	71	100%	100%	8	--	--
CSET MSE II	71	71	100%	100%	8	--	--
CSET MSE III	71	71	100%	100%	8	--	--
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	76	76	100%	100%	8	--	--
Summary Totals and Pass Rate	127	125	98%	99%	10	10	100%

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

Institution/Program: **Humboldt State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	133	133	100%	100%	0	--	--
Aggregate	133	133	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	87	87	100%	99%	0	--	--
Aggregate	87	87	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	84	84	100%	100%	0	--	--
CSET MSE II	84	84	100%	100%	0	--	--
CSET MSE III	84	84	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	85	85	100%	100%	0	--	--
Summary Totals and Pass Rate	134	134	100%	99%	0	--	--

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

Institution/Program: **Humboldt State University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **InterAmerican College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

InterAmerican College, a non-profit college, provides working adults access to a coherent and rigorous academic program based on adult learning principles. It educates students for success and full participation in a diverse society. IAC offers undergraduate and post-baccalaureate programs that prepare future teachers.

The college's affordable evening program accommodates classes to students' working schedules. The majority of students are bilingual teacher aides. The the other students are educated immigrants who are changing careers to become teachers.

The Education Department prepares competent, effective bilingual bicultural teachers who address not only academic needs of students, but also social issues in the community and in schools. At the undergraduate level, bilingual students are encouraged to achieve competence in English and in Spanish. IAC future teachers have made the commitment to work in low income culturally diverse schools. They are committed to providing every child with a academically rigorous education.

IAC offers CCTC approved teacher preparation programs. These include 2042 Multiple and Single Subject credentials with bilingual emphasis; the Fifth year Clear Credential program; the CLAD certificate; and the University Induction program. The credential program offers courses at the post baccalaureate level.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Credential courses are offered at the post-baccalaureate level. The program requires candidates to complete prerequisite course to prepare them to teach English language learners, bilingual students, lower economic and culturally diverse students. Prerequisite courses address content areas in history and culture of Latinos, civil rights,and educational equity. Candidates attend lectures given by local civic, academic, and political leaders. All candidates complete prerequisite courses in Spanish, in teaching mathematics, linguistics, Mainstreaming Special Needs students, Health for Teachers, and Teaching Physical Education in Elementary Schools.

An effective retention strategy for Latinos is the cohort model. Candidates progress through the program with the same students. The cohort system supports IAC's value of the spirit of "familia." Bilingual instruction and cultural diversity are factors which support the effectiveness of the program. Students help each other by forming study groups when preparing for standardized exams. By scheduling classes in the evenings, the program accommodates family and employment responsibilities of returning adult students.

The curriculum is designed to prepare candidates to meet the California Student Teacher Expectations. In their course work, instructors identify outcomes that are linked to the state frameworks, California student content standards, and certification standards.

Institution/Program: **InterAmerican College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

In the new 2042 Credential programs, IAC requires that applicants for both the Multiple and Single Subject credentials pass the CBEST and CSET exams before being admitted into the program. These exams ensure that applicants are NCLB qualified before applying for employment in a Title I School.

The undergraduate courses for Multiple Subject candidates are aligned to the CA student content standards. By graduation students declaring education as a goal will have passed the CBEST and CSET exams.

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

Institution/Program: **InterAmerican College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	3	3	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	4	4	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	3	3	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	4	4	0

Institution/Program: **InterAmerican College**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **InterAmerican College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	30	16	480
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **InterAmerican College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	5	--	--	100%	0	--	--
Aggregate	5	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Academic Content Areas							
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	2	--	--	100%	0	--	--
Summary Totals and Pass Rate	5	--	--	99%	0	--	--

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

Institution/Program: **InterAmerican College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	4	--	--	100%	0	--	--
Aggregate	4	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Academic Content Areas							
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	2	--	--	100%	0	--	--
Summary Totals and Pass Rate	4	--	--	99%	0	--	--

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

Institution/Program: **InterAmerican College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **John F. Kennedy University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Department of Education at John F. Kennedy University was established in 1989 to prepare talented adults from diverse academic, cultural, and professional backgrounds for teaching in urban settings. The Education programs at JFKU are based on a theory of action that is guided by a strong emphasis on equity, multicultural understanding, community, and a vision of a more peacefu pluralistic,and democratic world. We are committed to developing educators who demonstrate a long-term commitment to principals of democratic schools and classrooms where diverse participation and voices are cultivated and where students and every member of the school community are active agents in the decision-making processes and structures of schooling. We believe every student not only has a right to learn, but a right to learn under the most optimal conditions that nurture personal well being, excellence, academic achievement, and success.

The mission of the Department of Education is to provide a holistic approach to teaching and learning that is characterized by ongoing reflection, inquiry, and application of knowledge in the field.The Multiple and Single Subject Teaching
Credential programs, emphasize the importance of the learning community in educators' lives. Candidates join a cohort of peers with whom they work and collaborate throughout the program. This cohort structure is designed to provide a support network for participants not only while they are in the program preparing for teaching or for school/district leadership but also after they graduate from the program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The underlying principles of our programs are grounded in research on effective teaching and focus on preparation of teachers for the "real world" of schooling. The content of our curricula encourages candidates to question issues related to equity of access and student outcomes while learning pedagogical approaches that create equitable learning opportunities for diverse
learners. Our extensive fieldwork requirements are designed to provide candidates with multiple opportunities to apply theory to practice under the mentorship of exemplary educators. Our formative and summative assessment procedures promote ongoing self assessment and reflection.

Institution/Program: **John F. Kennedy University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Our SB2042 Credential Program was approved in October 2003.

We implemented the California Teacher Performance Assessment System as a part of our Summative Assessment Program to determine Teacher Candidates' Competence. The TPA data is also used to guide us in our program improvement.

In the 2004-2005 year, we systemized the entire formative and summative assessment of our program.

In the 2005-2006 year we became engaged in a university-wide process of program assessment and review. Program learning outcomes were estabished for the Teacher Credential Program, Master of Arts Program, and Administrative Services Credential Program. We are actively involved in evidence collection and ongoing program assessment.

In the 2006-2007 year we continue to be engaged in a university -wide process of program asssessment and review. We are actively involved in evidence collection review and ongoing program as program assessment and review. We are actively involved in evidence collection review and ongoing program assessment.

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

Institution/Program: **John F. Kennedy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	18	14	4
Single Subject Candidates	17	11	6
Education Specialist Candidates			
Totals	35	25	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	5	4
Single Subject Candidates	4	0	4
Education Specialist Candidates			
Totals	13	5	8

Institution/Program: **John F. Kennedy University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **John F. Kennedy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	33	726
Single Subject Programs	22	33	726
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **John F. Kennedy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	11	11	100%	100%	2	--	--
Aggregate	11	11	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	99%	2	--	--
Aggregate	7	--	--	99%	2	--	--
Academic Content Areas							
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	100%	2	--	--
CSET MSE II	7	--	--	100%	2	--	--
CSET MSE III	7	--	--	100%	2	--	--
Aggregate	7	--	--	100%	2	--	--
Summary Totals and Pass Rate	11	11	100%	99%	2	--	--

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

Institution/Program: **John F. Kennedy University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	18	18	100%	100%	1	--	--
Aggregate	18	18	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Summary Totals and Pass Rate	18	18	100%	99%	1	--	--

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

Institution/Program: **John F. Kennedy University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **La Sierra University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission statement of the teacher preparation program at La Sierra University is as follows: La Sierra University's Curriculum and Instruction department seeks to empower students through a process of seeking, knowing, and serving. Through study and practice of theoretical principles and pedagogical applications, students gain competency in educational professionalism, ethics, and effective methods in preparation for K-12 instructional efficacy.

This mission statement is based on the University mission statement, which is: To seek truth, enlarging human understanding through scholarship: To know ourselves, broadly educating the whole student: To serve others, contributing to the good of the global community.

The department's program is undergirded with the basic philosophy that all persons learn from their surroundings and that learning and schooling are not synonymous. The department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public schools and in private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department desires to help students accept and practice those ethical and moral concepts which are approved by the enlightened conscience of humankind, to develop tolerance for the rights and opinions of others, to be considerate of the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups, and to cultivate the ideal of service to humanity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

La Sierra University (LSU) faculty are committed to continual program improvement, to teaching, and to research. Methods courses now include greater emphasis on multiple intelligences, brain-related learning principles, English language development, technological enrichment, and classroom resilience.

Web-assisted features enhance most coursework in the teacher education program (TEP). This modeling of technological applications prepares candidates to incorporate similar applications later in lessons they will teach in fieldwork placements.

LSU seeks to develop professional teachers who can create warm, caring classroom climates where effective learning takes place. Faculty espouse the concept that professionalism and Christian principles are not mutually exclusive.

The TEP encourages an understanding of the privileges of citizenship, importance of loyalty to country, and need for improved social order through education--whether public or private. Increased emphasis on English language learning and on appreciation for cultural diversity under girds all methods courses.

In alignment with the state's emphasis on teaching performance assessment (TPA), this is now integral to the entire TEP. All faculty are calibrated in TPA scoring and remain current through regular involvement in the

Institution/Program: **La Sierra University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

A new (parttime) faculty member oversees Teaching Performance Assessments (TPAs). Additionally, five Curriculum and Instruction faculty, one adjunct faculty member, and a full-time support staff member in the Curriculum and Instruction department all are trained in scoring of TPAs. The decision to have multiple faculty acquire training was made to insure that methods coursework aligns well with TPA expectations AND to insure that LSU's TEP remains relevant to student context and with teaching standards. TEP faculty commonly agree that TPA training provides a valuable component to teacher training/assessment and that it should contribute significantly to the overall quality of LSU's TEP.

A one-unit course has been added to our TEP in order to better prepare students to succeed on the TPA. This course is a one-unit seminar and is taught by a full-time faculty member in curriculum and instruction.

LSU faculty wish to express gratitude to CCTC for providing TPA training.

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

Institution/Program: **La Sierra University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	110	109	1
Single Subject Candidates	77	76	1
Education Specialist Candidates	0	0	0
Totals	187	185	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	9	1
Single Subject Candidates	8	7	1
Education Specialist Candidates	0	0	0
Totals	18	16	2

Institution/Program: **La Sierra University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **La Sierra University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	0

Institution/Program: La Sierra University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	16	16	100%	100%	2	--	--
Aggregate	16	16	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	99%	1	--	--
Aggregate	8	--	--	99%	1	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	8	--	--	100%	1	--	--
CSET MSE II	8	--	--	100%	1	--	--
CSET MSE III	8	--	--	100%	1	--	--
Aggregate	8	--	--	100%	1	--	--
Summary Totals and Pass Rate	16	16	100%	99%	2	--	--

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

Institution/Program: La Sierra University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	28	28	100%	100%	9	--	--
Aggregate	28	28	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	99%	3	--	--
Aggregate	19	19	100%	99%	3	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	13	12	92%	100%	3	--	--
CSET MSE II	13	12	92%	100%	3	--	--
CSET MSE III	13	13	100%	100%	3	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	13	12	92%	100%	4	--	--
Summary Totals and Pass Rate	28	27	96%	99%	9	--	--

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

Institution/Program: **La Sierra University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Los Angeles USD**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

As a result of the continuing shortage of fully qualified teachers in certain fields, the Los Angeles Unified School District elected to participate in the District Intern Program. This program addresses the declining pool of fully trained teachers and increasing student populations while providing new and innovative recruitment and training techniques.

The mission of the District Intern Program is to prepare urban public school teachers to effectively educate all students so that each contributes to and benefits from our diverse society. To that end the teachers completing the program will be:

**Committed to their diverse student population
**Effective instructional decision makers
**Able to assess each individual student's strengths, abilities, and needs in order to develop and implement instructional programs that facilitate student mastery of California Content standards
**Dedicated to the concept that the human system is open to change throughout all developmental stages
**Reflective about their practice

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

It has been the aim of the Los Angeles Unified School District (LAUSD) District Intern Program to implement an alternative approach to training teachers that would provide relevant and focused course work, guidance and support that prepares the new teacher adequately for the classroom realities of teaching. The program continues to reassess and re-evaluate the content and methodology each year to include the latest research on effective strategies to reach students in a large, urban multilingual, multicultural school district. These modifications are made to ensure that the teachers participating in this program receive cutting-edge professional development that is aligned with the District's instructional initiatives, the most current research and legislative mandates.

Interns participate in a three-year professional development program leading to a California Preliminary and Professional Clear Credential. The Program begins with a 240-hour Pre-Service Orientation. The Preparation or Level I phase that leads to the Preliminary Credential focuses on the Teacher Performance Expectations (TPEs) and California Standards for the Teaching Profession (CSTPs).

Institution/Program: **Los Angeles USD**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The following new initiatives to improve program excellence or effectiveness were implemented during the 2006-2007 school year:

*The continuing collaboration between LAUSD Division of Instructional Services and the District Intern Program resulted in curriculum institutes that are designed and implemented by the Division of Instructional Services content experts for District Interns during the Pre-Service Orientation: elementary English/ Language Arts, elementary Mathematics, Single Subject English/ Language Arts, Single Subject Mathematics and Single Subject Science.The 2006-2007 school year marks the first year that these institutes have taken place.

*In order to meet the continuing need for support providers, the Program has implemented an intense recruitment effort of outstanding retired teachers in order to ensure that each intern was assigned a support provider in his/ her content area. The retired support providers have school recency of three years or less and demonstrated proficiency in the content area and the necessary skill set to serve as a support provider. Additonally to meet the need for support providers, the District Intern Program actively recruited qualified graduates of the District Intern Program to serve as support providers at their school sites.

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

Institution/Program: **Los Angeles USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	74		74
Single Subject Candidates	283		283
Education Specialist Candidates	317		317
Totals	674		674

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	74		74
Single Subject Candidates	283		283
Education Specialist Candidates	317		317
Totals	674		674

Institution/Program: **Los Angeles USD**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**36**
In Academic Positions with Rights and Responsibilities			24
In Non-Academic Positions without Rights and Responsibilities			12
Single Subject Programs			**137**
In Academic Positions with Rights and Responsibilities			99
In Non-Academic Positions without Rights and Responsibilities			38
Education Specialist Programs			**174**
In Academic Positions with Rights and Responsibilities			126
In Non-Academic Positions without Rights and Responsibilities			48

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Los Angeles USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			120
Single Subject Programs			120
Education Specialist Programs			120

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Los Angeles USD**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	166	166	100%
Aggregate	0	--	--	100%	166	166	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	67	64	96%
Aggregate	0	--	--	99%	67	64	96%
Academic Content Areas							
CSET English I	0	--	--	100%	33	33	100%
CSET English II	0	--	--	100%	33	33	100%
CSET English III	0	--	--	100%	33	33	100%
CSET English IV	0	--	--	100%	33	33	100%
CSET Math I	0	--	--	99%	32	32	100%
CSET Math II	0	--	--	99%	32	32	100%
CSET Math III	0	--	--	95%	8	--	--
CSET Sci III Bio/Life	0	--	--	99%	12	12	100%
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	17	17	100%
CSET Science II	0	--	--	100%	17	17	100%
Aggregate	0	--	--	99%	82	82	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	63	63	100%
CSET MSE II	0	--	--	100%	63	63	100%
CSET MSE III	0	--	--	100%	63	63	100%
Aggregate	0	--	--	100%	63	63	100%
Summary Totals and Pass Rate	0	--	--	99%	167	164	98%

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

Institution/Program: Los Angeles USD

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	288	288	100%
Aggregate	0	--	--	100%	288	288	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	158	157	99%
Aggregate	0	--	--	99%	158	157	99%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	3	--	--
Biology S* (04 + 05)	0	--	--	100%	3	--	--
CSET English I	0	--	--	100%	35	35	100%
CSET English II	0	--	--	100%	35	33	94%
CSET English III	0	--	--	100%	35	33	94%
CSET English IV	0	--	--	100%	35	33	94%
CSET Math I	0	--	--	100%	14	14	100%
CSET Math II	0	--	--	100%	14	14	100%
CSET Math III	0	--	--	93%	14	14	100%
CSET Sci III Bio/Life	0	--	--	100%	19	17	89%
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	23	20	87%
CSET Science II	0	--	--	99%	23	20	87%
English Praxis II	0	--	--	100%	16	16	100%
English S* (01)	0	--	--	99%	17	16	94%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	8	--	--
Math S* (02)	0	--	--	100%	7	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	102	96	94%
Other Content Areas							
CSET MSE I	0	--	--	100%	73	73	100%
CSET MSE II	0	--	--	100%	73	73	100%
CSET MSE III	0	--	--	100%	73	73	100%
MSAT (0140 + 0151)	0	--	--	100%	81	81	100%
Aggregate	0	--	--	100%	154	154	100%
Summary Totals and Pass Rate	0	--	--	99%	289	282	98%

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

Institution/Program: **Los Angeles USD**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Loyola Marymount University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

In accordance with the Mission of Loyola Marymount University, the faculty, staff and students of the School of Education strive to work collaboratively in a student-centered environment to be professionals who are empowered to: value and respect all individuals, promote cultural responsiveness and social justice, integrate theory and practice, develop moral, intellectual and responsible leaders, collaborate and share leadership across communities, and integrate technology in teaching and learning.

Candidates, both undergraduate and graduate students, in the teacher preparation program are representative of the diversity in the Los Angeles area. These candidates teach in both public and private schools in neighborhoods that serve culturally, linguistically, and economically diverse students. Our undergraduate candidates pursue a teaching credential and Bachelor's degree at the same time.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

* Cultural Diversity Experience: Teacher candidates in the Loyola Marymount University program complete their credential equipped to teach students of diverse backgrounds.

* Highly Qualified Faculty: Teacher candidates interact with highly qualified faculty who are committed to teaching and research. Schools districts in California recruit students from the program.

* Low Student-Professor Ratio: Students receive individual attention and benefit from small class sizes.

* Integrated Use of Technology: The students have access to classrooms that are equipped with the latest technology, which allows them to experience teaching and learning with technology.

* Supervised Field Experiences: Candidates who are graduate students participate in supervised field experiences at the beginning of the program.

* Scholarships: Loyola Marymount University provides scholarships that allow greater access for all students.

Institution/Program: **Loyola Marymount University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

In 2003, the School of Education received continuing full accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). New intern programs were also started for the Multiple and Single Subjects programs under the new SB2042 credential standards. A new intern program in Special Education was instituted and enrollment in the Special Education program increased by 150%. These intern programs received support from a grant through the CCTC. The Multiple and Single subject programs also began requiring candidates to complete the California Teaching Performance Assessment. Candidates complete 4 tasks throughout their 2-year program that allow them to demonstrate that they have acquired requisite skills for beginning teachers.

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

Institution/Program: **Loyola Marymount University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	388	256	132
Single Subject Candidates	404	210	194
Education Specialist Candidates	84	14	70
Totals	876	480	396

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	245	160	85
Single Subject Candidates	246	137	109
Education Specialist Candidates	54	7	47
Totals	545	304	241

Institution/Program: **Loyola Marymount University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**12**	
In Academic Positions with Rights and Responsibilities	25	12	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**20**	**13**	
In Academic Positions with Rights and Responsibilities	20	13	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**2**	**7**	
In Academic Positions with Rights and Responsibilities	2	7	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	8 :1	:1
Single Subject Programs	6 :1	8 :1	:1
Education Specialist Programs	4 :1	6 :1	:1

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

Institution/Program: **Loyola Marymount University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	16	400
Single Subject Programs	25	20	500
Education Specialist Programs	25	15	375

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Loyola Marymount University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	149	149	100%	100%	151	151	100%
Aggregate	149	149	100%	100%	151	151	100%
Professional Knowledge/Pedagogy							
RICA	94	93	99%	99%	70	70	100%
Aggregate	94	93	99%	99%	70	70	100%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	36	36	100%
CSET English II	13	13	100%	100%	36	36	100%
CSET English III	13	13	100%	100%	36	36	100%
CSET English IV	13	13	100%	100%	36	36	100%
CSET French Subtest I	1	--	--	100%	1	--	--
CSET French Subtest II	1	--	--	100%	1	--	--
CSET French Subtest III	1	--	--	100%	1	--	--
CSET Math I	6	--	--	99%	8	--	--
CSET Math II	6	--	--	99%	8	--	--
CSET Math III	1	--	--	95%	4	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	99%	19	19	100%
CSET Sci III Chemistry	1	--	--	100%	9	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	27	27	100%
CSET Science II	4	--	--	100%	28	28	100%
CSET Social Sci I	11	11	100%	100%	5	--	--
CSET Social Sci II	11	11	100%	100%	5	--	--
CSET Social Sci III	11	11	100%	100%	5	--	--
CSET Spanish Subtest I	3	--	--	100%	2	--	--
CSET Spanish Subtest II	3	--	--	100%	2	--	--
CSET Spanish Subtest III	3	--	--	100%	2	--	--
Aggregate	42	41	98%	99%	80	80	100%
Other Content Areas							
CSET Business Subtest I	1	--	--	89%	0	--	--
CSET Business Subtest II	1	--	--	100%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	98	98	100%	100%	68	68	100%
CSET MSE II	98	98	100%	100%	69	69	100%
CSET MSE III	98	98	100%	100%	69	69	100%
Aggregate	99	99	100%	100%	69	69	100%
Summary Totals and Pass Rate	151	149	99%	99%	152	152	100%

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

Institution/Program: Loyola Marymount University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	148	148	100%	100%	164	164	100%
Aggregate	148	148	100%	100%	164	164	100%
Professional Knowledge/Pedagogy							
RICA	94	94	100%	99%	86	85	99%
Aggregate	94	94	100%	99%	86	85	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	12	12	100%	100%	29	29	100%
CSET English II	12	12	100%	100%	29	29	100%
CSET English III	12	12	100%	100%	29	29	100%
CSET English IV	12	12	100%	100%	29	29	100%
CSET Math I	6	--	--	100%	11	11	100%
CSET Math II	6	--	--	100%	11	11	100%
CSET Math III	4	--	--	93%	6	--	--
CSET Sci III Bio/Life	3	--	--	100%	13	13	100%
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	3	--	--
CSET Science I	4	--	--	99%	17	17	100%
CSET Science II	4	--	--	99%	17	17	100%
CSET Social Sci I	15	15	100%	100%	10	10	100%
CSET Social Sci II	15	15	100%	100%	10	10	100%
CSET Social Sci III	15	15	100%	100%	10	10	100%
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	1	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	93%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	99%	3	--	--
Aggregate	42	42	100%	99%	71	70	99%
Other Content Areas							
CSET MSE I	85	85	100%	100%	77	77	100%
CSET MSE II	85	83	98%	100%	77	77	100%
CSET MSE III	85	84	99%	100%	77	77	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	3	--	--	100%	6	--	--
Aggregate	88	86	98%	100%	84	84	100%
Summary Totals and Pass Rate	148	146	99%	99%	164	162	99%

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

Institution/Program: **Loyola Marymount University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Mills College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teachers for Tomorrow's Schools program at Mills has a reform and change orientation. We believe that schools are not "working" as well as they ought to be and that we must work toward equity and excellent outcomes for all students. We want to provide our students with ample opportunity to develop the knowledge, skills, and dispositions that will facilitate their being able to participate in reform activities when they assume their teaching positions in schools. Our location in a major urban setting provides more than adequate impetus for the social justice agenda that guides the work we do.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The curriculum in the Teachers for Tomorrow's Schools program is centered, by design, on six core program principles. Guided by the overarching goals of equity and social justice, the work is organized around these principles which permeate every aspect of the program from coursework, to fieldwork, to the general culture of the Mills Education community. They are:

o Teaching is inherently moral work that must be guided by an ethic of care.

o Teaching is reflective work that requires active and systematic inquiry for learning throughout the teacher's career.

o Learning is developmental and constructivist and thus teaching is best guided by those conceptions of how learners come to know.

o Teaching is connected in deep and important ways to subject matter. A central goal of the work is to prepare students to acquire, understand, and construct subject matter knowledge.

o Teaching is collegial in that both teachers and students learn in the contexts of relationships that matter. Colleagues and community are central.

Institution/Program: **Mills College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.mills.edu/academics/graduate/educ/

Institution/Program: **Mills College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20	20	0
Single Subject Candidates	25	25	0
Education Specialist Candidates	3	3	0
Totals	48	48	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	18	0
Single Subject Candidates	23	23	0
Education Specialist Candidates	3	3	0
Totals	44	44	0

Institution/Program: **Mills College**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	**15**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Mills College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	10	30	300
Single Subject Programs	10	30	300
Education Specialist Programs	15	30	450

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Mills College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	24	24	100%	100%	0	--	--
Aggregate	24	24	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	99%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Summary Totals and Pass Rate	25	25	100%	99%	0	--	--

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

Institution/Program: Mills College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	53	53	100%	100%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	32	32	100%	99%	0	--	--
Aggregate	32	32	100%	99%	0	--	--
Summary Totals and Pass Rate	54	54	100%	99%	0	--	--

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

Institution/Program: **Mills College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Mount Saint Mary's College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Since 1925 Mount St. Mary's College (MSMC) has prepared caring and skilled teachers for urban schools and diverse populations. MSMC has a diverse student population, a near-mirror reflection of the population of the Los Angeles area and is identified as a Hispanic Serving Institution of Higher Education. Placing emphasis on learning outcomes, the Education Department welcomes the challenge and enrichment that a diverse population offers. Through programs like the Center for Cultural Fluency and its Teacher Centers in urban school districts, the College provides models and guidance for meeting the specific learning needs of the students of Los Angeles.

Founded by the Sisters of St. Joseph, with a 350-year commitment to social justice, the college is grounded in Catholic values and provides a transformative liberal arts education. Education Department faculty is committed to the college values of service, leadership, ethics and inclusiveness. The teacher credential programs are designed to prepare teachers who are effective in working with K-12 students from varying backgrounds, are grounded in their content area, and committed to the belief that all children can learn. The teacher preparation programs at MSMC deepen students' knowledge of pedagogical principles through application in urban classrooms and in-depth reflection during class meetings.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Teaching Performance Assessment that was piloted in 2003-2004 was fully implemented in Fall 2005 and continues to be utilized. The results have been used to identify program strengths and weaknesses annually and courses are revised to enhance candidate preparation. The passing score is 12 out of 16 possible points.

The Education Department obtained approval from the college to initiate a new program in Fall 2009, a Certificate in Instructional Leadership for teachers who have completed a credential program and want to prepare for leadership roles in curriculum and instruction.

Faculty in the Elementary and Secondary Teacher Preparation Programs continue to offer a resource guide for CSET preparation. To emphasize the importance of early CSET preparation, the program application requirements require that candidates submit a score report for at least one of the required CSET examinations. This report is used by the admissions committee, in conjunction with the other application materials, to determine the candidate's potential for successfully meeting the subject matter requirement and to plan the preparation the candidate will need to meet this requirement.

Education and Math Department faculty continue to collaborate in a nation-wide curriculum development project to improve the preparation of undergraduates in the blended Liberal Studies/Elementary Teacher Preparation Program for the teaching of mathematics. Our undergraduates' content preparation in math has

Institution/Program: **Mount Saint Mary's College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

In May 2007 the faculty reviewed the TPA results and identified areas for program improvement for the coming year. The faculty then proposed and received a Program Enhancement Grant through our institution called "Meeting Pre-K-12 Students 'Special Needs' in the General Curriculum for Teacher Preparation". This initiative will involve embedding special education modules in all preliminary methods courses. We began implementation of this program improvement initiative in Fall 2008.

Three new Intern programs were approved in 2007. We obtained CCTC approval for Intern programs in Multiple Subjects, Single Subject, and Education Specialist in Mild/Moderate Disabilities. Programs began with cohorts in Fall 2008.

In May 2008 the faculty reviewed candidate surveys and identified an area for program development for the coming year. The faculty then proposed and received a Program Enhancement Grant through our institution called "Meeting Technology Standards for the Teaching Profession and in K-12 Classrooms". This initiative will involve redesigning and improving faculty use of technology within courses and create consistency in curriculum offering related to teaching technology. We will begin implementation of this program improvement initiative in Fall 2009.

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

Institution/Program: **Mount Saint Mary's College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	87	87	0
Single Subject Candidates	66	64	2
Education Specialist Candidates	32	31	1
Totals	185	182	3

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	33	33	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	6	5	1
Totals	57	56	1

Institution/Program: **Mount Saint Mary's College**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Single Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Mount Saint Mary's College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	40	14	560

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Mount Saint Mary's College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	50	50	100%	100%	2	--	--
Aggregate	50	50	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	31	31	100%	99%	0	--	--
Aggregate	31	31	100%	99%	0	--	--
Academic Content Areas							
CSET English I	9	--	--	100%	0	--	--
CSET English II	9	--	--	100%	0	--	--
CSET English III	9	--	--	100%	0	--	--
CSET English IV	9	--	--	100%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	4	--	--	100%	1	--	--
CSET Social Sci II	4	--	--	100%	1	--	--
CSET Social Sci III	4	--	--	100%	1	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	17	17	100%	99%	2	--	--
Other Content Areas							
CSET MSE I	33	33	100%	100%	0	--	--
CSET MSE II	33	33	100%	100%	0	--	--
CSET MSE III	33	33	100%	100%	0	--	--
Aggregate	33	33	100%	100%	0	--	--
Summary Totals and Pass Rate	50	50	100%	99%	2	--	--

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

Institution/Program: Mount Saint Mary's College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	46	46	100%	100%	10	10	100%
Aggregate	46	46	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	33	33	100%	99%	5	--	--
Aggregate	33	33	100%	99%	5	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	2	--	--
CSET English II	3	--	--	100%	2	--	--
CSET English III	3	--	--	100%	2	--	--
CSET English IV	3	--	--	100%	2	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	10	10	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	18	18	100%	100%	3	--	--
CSET MSE II	18	18	100%	100%	3	--	--
CSET MSE III	18	18	100%	100%	3	--	--
MSAT (0140 + 0151)	1	--	--	100%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	20	20	100%	100%	5	--	--
Summary Totals and Pass Rate	47	47	100%	99%	10	10	100%

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

Institution/Program: **Mount Saint Mary's College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **National Hispanic University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The goal of the Department of Teacher Education at The National Hispanic University (NHU) is to prepare effective teachers for California's culturally and linguistically diverse classrooms. We are committed to serving the needs of students, many of whom come from language backgrounds other than English, in our local school districts. Fully integrated into the program are philosophies and strategies for teaching in a multicultural classroom that enhance learning and educational equity for English language learners.

As a result of the critical need in our local school districts, we have many credential candidates who are currently teaching in the elementary and secondary school classrooms as Intern teachers. Therefore, we collaborate with the Alum Rock Union Elementary School District, Eastside Union High School District and county-wide consortiums from San Mateo County Office of Education, Alameda County Office of Education and the Santa Clara County Office of Education to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

At NHU, the focus of the program is to provide strategies to help teachers address issues related to teaching students of diverse language and cultural backgrounds. As a result, some of the outstanding features in the 2006 -07 programs were the improvement of the supervision component of the credential program and the integration of theoretical understanding with practical methodological approaches that teachers are able to use in their classrooms immediately. The attention to practicality in the real-world classroom and the high level of support they receive in the university classroom from their instructors and their peers serve to empower new teachers and, above all, contribute to their excellence and effectiveness in the classroom.

Continued implementation of the 2042 credential standards added to the improvement of the program along with the addition of the Special Education Mild/Moderate Tier 1 Credential. Continued integration of the Cal TPA and required critical assessments at the end of each course provided data that led to changes in staff and in program delivery. Three professional development trainings on assessment practices, SB 2042, and the TPAs added to the abilities of staff. NHU teacher candidates gained additional knowledge and skills at the Academic Success ELL Conference for 450 people that NHU cosponsored with the Santa Clara County Office of Education. Three RICA preparation workshops were conducted by NHU faculty to better prepare teachers for the exam. Three hybrid on-line courses were initiated as 2042 professional clear courses. NHU was the cosponsor with the SCCOE of a Paraprofessional Teacher Training Program for three elementary school districts and the Eastside High School District.

Institution/Program: **National Hispanic University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

NHU is one of the few universities in the State that has been approved to offer the new CTEL (CLAD) certificate.

The Tier II Education Specialist for Mild to Moderate Credential is to be written and submitted for approval to CCTC in summer 2009. In addition, NHU is working on adding a Masters Program.

The California Teaching Performance Assessment (CalTPA) will be expanded to include Spanish and PE. 2008 will see all four required Teaching Performance Assessments implemented. NHU will continue training of supervisors and key personnel as assessors to use the ETS developed TPAs and new credential expectations.

NHU will increase its outside professional development activities for schools and teachers in strategies for second language students and struggling readers.

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

Institution/Program: **National Hispanic University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	97	39	58
Single Subject Candidates	62	23	39
Education Specialist Candidates	26	10	16
Totals	185	72	113

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	4	6
Single Subject Candidates	15	3	12
Education Specialist Candidates	1	0	1
Totals	26	7	19

Institution/Program: **National Hispanic University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **National Hispanic University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	12	480
Single Subject Programs	40	12	480
Education Specialist Programs	40	12	480

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: National Hispanic University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	20	20	100%
Aggregate	0	--	--	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%
Academic Content Areas							
CSET Math I	0	--	--	99%	1	--	--
CSET Math II	0	--	--	99%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	100%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	100%	1	--	--
CSET Spanish Subtest I	0	--	--	100%	3	--	--
CSET Spanish Subtest II	0	--	--	100%	3	--	--
CSET Spanish Subtest III	0	--	--	100%	3	--	--
Aggregate	0	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	11	11	100%
CSET MSE II	0	--	--	100%	11	11	100%
CSET MSE III	0	--	--	100%	11	11	100%
Aggregate	0	--	--	100%	11	11	100%
Summary Totals and Pass Rate	0	--	--	99%	20	20	100%

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

Institution/Program: National Hispanic University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	19	19	100%	100%	21	21	100%
Aggregate	19	19	100%	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	15	15	100%
Aggregate	16	16	100%	99%	15	15	100%
Academic Content Areas							
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	93%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	9	--	--
CSET MSE II	6	--	--	100%	9	--	--
CSET MSE III	6	--	--	100%	9	--	--
MSAT (0140 + 0151)	4	--	--	100%	4	--	--
Aggregate	10	10	100%	100%	13	13	100%
Summary Totals and Pass Rate	19	19	100%	99%	21	21	100%

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

Institution/Program: **National Hispanic University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **National University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education at National University is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

In its strategic plan, the University articulates a commitment to be the career-long learning partner of California's K-12 teachers with the goal of improving public schools and developing solutions to the problems of low student achievement. The School of Education offers Bachelor's degrees,Master's degrees, and credential programs in San Diego and at eleven academic centers throughout the state. NU ranks first nationally in granting master's degrees in education to all minorities and according to the U.S. Department of Education, ranks first in the nation in granting master's degrees in education to Hispanics (Black Issues in Higher Education, 2004). In California, NU ranks first in granting master's degrees in education to Hispanics, African Americans, Native Americans, and Asian Americans (Black Issues in Higher Education, 2004).

The Department of Teacher Education offers preparation programs for the Multiple Subject and Single Subject Preliminary and Professional Teaching Credentials, including bilingual emphasis (Spanish) and university internship options in collaboration with selected school districts. The Department of Special Education offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in mild/moderate, moderate/severe disabilities,and deaf and hard of hearing along with internship options.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

School of Education faculty focus on assisting credential candidates in the developing a balanced relationship between disciplinary knowledge and educational practice. To ensure candidates' successes, faculty aligned, coursework, field experiences, clinical practices, TPA Tasks, Teacher Performance Expectations, K-12 academic content standards, and California Standards for the Teaching Profession. The credential curriculum is developmental design of candidate outcomes and demonstrated competencies throughout foundation and methods courses as well as clinical practices. The curriculum is designed in a developmental approach, requiring sequential content development and skill acquisition focus throughout the courses and field experiences, which, culminate in clinical practice. Content focused on students with special needs and English language learners is integrated into each course. Electronic portfolios are used for Teacher Education and Special Education candidates, thereby, creating formative assessment throughout the program and summative assessment of candidate competence upon program completion. Student teachers and interns receive ongoing supervisor support from university supervisors and district employed supervisors/support providers. Most candidates choose to complete additional coursework to earn a Masters degree aong with their credentials.

NU's unique one-course-per-month format promotes greater interest and motivation through a concentrated, focused approach to learning. In keeping with its commitment to alternative delivery systems, NU offers credential courses in online, onsite and hybrid formats supported by a nationally recognized elibrary system.

Institution/Program: **National University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

National University implemented the four Teaching Performance Assessment tasks. Secondly, in preparation for the WASC Educational Review (fall 2010), the University created Institutional Learning Outcomes, and each program developed Program Learning Outcomes aligned to professional, state and national candidate standards. Thirdly, using an alignment of learning outcomes, each credential program created comprehensive candidate assessment plans focused on standards-based competencies. Assessment results will inform program improvement efforts on a continual basis. Finally, National University implemented three new bachelor programs focused on multiple subjects (elementary) and selected single subjects (secondary) areas.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.nu.edu/Admissions/Credential.html

Institution/Program: **National University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,068	1,956	112
Single Subject Candidates	2,288	1,920	368
Education Specialist Candidates	2,273	1,547	726
Totals	6,629	5,423	1,206

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	772	679	93
Single Subject Candidates	725	440	285
Education Specialist Candidates	658	223	435
Totals	2,155	1,342	813

Institution/Program: **National University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**178**	**127**	**0**
In Academic Positions with Rights and Responsibilities	178	127	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**157**	**128**	**0**
In Academic Positions with Rights and Responsibilities	157	128	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**74**	**119**	**0**
In Academic Positions with Rights and Responsibilities	74	119	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **National University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	33	18	594
Single Subject Programs	33	18	594
Education Specialist Programs	33	9	297

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: National University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	1156	1156	100%	100%	586	586	100%
Aggregate	1156	1156	100%	100%	586	586	100%
Professional Knowledge/Pedagogy							
RICA	699	674	96%	99%	289	269	93%
Aggregate	699	674	96%	99%	289	269	93%
Academic Content Areas							
CSET Art Subtest I	13	13	100%	100%	2	--	--
CSET Art Subtest II	13	13	100%	100%	2	--	--
CSET English I	67	67	100%	100%	39	39	100%
CSET English II	67	67	100%	100%	39	39	100%
CSET English III	67	67	100%	100%	39	39	100%
CSET English IV	67	67	100%	100%	39	39	100%
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Mandarin Subtest I	1	--	--	100%	0	--	--
CSET Mandarin Subtest II	1	--	--	100%	0	--	--
CSET Mandarin Subtest III	1	--	--	100%	0	--	--
CSET Math I	56	55	98%	99%	62	62	100%
CSET Math II	56	55	98%	99%	62	62	100%
CSET Math III	15	15	100%	95%	18	18	100%
CSET Music Subtest I	5	--	--	100%	9	--	--
CSET Music Subtest II	5	--	--	100%	9	--	--
CSET Music Subtest III	5	--	--	100%	9	--	--
CSET Sci III Bio/Life	28	28	100%	99%	27	27	100%
CSET Sci III Chemistry	4	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	11	11	100%	100%	7	--	--
CSET Sci III Physics	5	--	--	100%	2	--	--
CSET Sci IV Bio/Life	7	--	--	100%	6	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Physics	3	--	--	100%	1	--	--
CSET Science I	37	37	100%	100%	31	31	100%
CSET Science II	37	37	100%	100%	31	31	100%
CSET Social Sci I	95	95	100%	100%	28	28	100%
CSET Social Sci II	95	95	100%	100%	28	28	100%
CSET Social Sci III	95	95	100%	100%	28	28	100%
CSET Spanish Subtest I	10	10	100%	100%	9	--	--
CSET Spanish Subtest II	10	10	100%	100%	9	--	--
CSET Spanish Subtest III	10	10	100%	100%	9	--	--
CSET Vietnamese Subtest I	1	--	--	100%	0	--	--
CSET Vietnamese Subtest II	1	--	--	100%	0	--	--
CSET Vietnamese Subtest III	1	--	--	100%	0	--	--
English: Essay Praxis II	0	--	--	0%	1	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	0%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	0%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	0%	1	--	--
Aggregate	299	298	100%	99%	190	190	100%

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

Institution/Program: National University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	2255	2255	100%	100%	127	127	100%
Aggregate	2255	2255	100%	100%	127	127	100%
Professional Knowledge/Pedagogy							
RICA	1371	1340	98%	99%	60	60	100%
Aggregate	1371	1340	98%	99%	60	60	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	7	--	--	94%	2	--	--
Art S* (12)	7	--	--	97%	2	--	--
Biology Praxis II (0233 + 0433)	4	--	--	94%	0	--	--
Biology S* (04 + 05)	4	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	86%	0	--	--
Chemistry S* (04 + 06)	2	--	--	86%	0	--	--
CSET Art Subtest I	4	--	--	100%	0	--	--
CSET Art Subtest II	4	--	--	100%	0	--	--
CSET English I	117	117	100%	100%	8	--	--
CSET English II	117	117	100%	100%	8	--	--
CSET English III	117	117	100%	100%	8	--	--
CSET English IV	117	117	100%	100%	8	--	--
CSET Math I	119	119	100%	100%	15	15	100%
CSET Math II	119	119	100%	100%	15	15	100%
CSET Math III	42	42	100%	93%	3	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	64	64	100%	100%	6	--	--
CSET Sci III Chemistry	8	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	20	20	100%	100%	0	--	--
CSET Sci III Physics	5	--	--	100%	0	--	--
CSET Sci IV Bio/Life	7	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	3	--	--	100%	0	--	--
CSET Science I	87	87	100%	99%	6	--	--
CSET Science II	87	87	100%	99%	6	--	--
CSET Social Sci I	165	165	100%	100%	6	--	--
CSET Social Sci II	165	165	100%	100%	6	--	--
CSET Social Sci III	165	165	100%	100%	6	--	--
CSET Spanish Subtest I	6	--	--	100%	1	--	--
CSET Spanish Subtest II	6	--	--	100%	1	--	--
CSET Spanish Subtest III	6	--	--	100%	1	--	--
English Praxis II	11	11	100%	100%	1	--	--
English S* (01)	11	11	100%	99%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	2	--		100%			

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

Institution/Program: **National University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Notre Dame de Namur University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Notre Dame de Namur University currently offers the following credentials and certificate:

Preliminary Multiple Subject, Preliminary Single Subject
Fifth Year Program for a Clear Multiple/Single Subject
Education Specialist (Mild-Moderate, Moderate-Severe) Level 1
Education Specialist (Mild-Moderate, Moderate-Severe) Level 2
Administrative Services, Tier I, Reading Certificate
Specialist in Reading and Language Arts

Notre Dame de Namur University School of Education & Leadership has fully implemented California's teaching credential model (SB 2042). The design of the Multiple Subject and Single Subject programs is aligned closely with the University's Mission Statement and core values to ensure that candidates enjoy multiple opportunities to reflect on and experience excellence in their coursework and field experience. In keeping with Notre Dame de Namur University's Mission Statement,we commit ourselves to building a student-centered environment which honors the richness of diversity in the human population. We value each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we ensure the right to equal access to challenging learning opportunities. We recognize that technology will play an increasing role as a tool for expression, research and storage of information in the development of future teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

At Notre Dame de Namur University, we highlight the centrality of the social dimension of learning. Together with our candidates we build a collaborative community of learners. In turn our candidates are encouraged to build similar collaborative communities in their classes, between home and school, between school and community, and with their colleagues.

Program qualities include:

* Outstanding service to students, from the first inquiry through the interview process, the responsive advising, and the personal supervision in the field.
* Two semesters of student teaching at two different levels resulting in candidates who are well prepared to take on full-time classroom responsibilities.
* Concurrent program blends theory and practice, making all coursework relevant to the real world of experience in the classroom.
* Job Fair prior to graduation maximizes exposure to multiple districts, all of whom send representatives to interview prospective candidates.

Institution/Program: **Notre Dame de Namur University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.ndnu.edu/academics/schools-programs/school-educational-leadership/default.aspx

Institution/Program: **Notre Dame de Namur University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	134	129	5
Single Subject Candidates	108	100	8
Education Specialist Candidates	61	21	40
Totals	303	250	53

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	82	3
Single Subject Candidates	48	44	4
Education Specialist Candidates	31	10	21
Totals	164	136	28

Institution/Program: **Notre Dame de Namur University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6.9 :1	1.5 :1	:1
Single Subject Programs	3.2 :1	2 :1	:1
Education Specialist Programs	5 :1	10 :1	:1

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

Institution/Program: **Notre Dame de Namur University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Notre Dame de Namur University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	68	68	100%	100%	25	25	100%
Aggregate	68	68	100%	100%	25	25	100%
Professional Knowledge/Pedagogy							
RICA	36	34	94%	99%	15	15	100%
Aggregate	36	34	94%	99%	15	15	100%
Academic Content Areas							
CSET English I	6	--	--	100%	4	--	--
CSET English II	6	--	--	100%	4	--	--
CSET English III	6	--	--	100%	4	--	--
CSET English IV	6	--	--	100%	4	--	--
CSET Math I	3	--	--	99%	2	--	--
CSET Math II	3	--	--	99%	2	--	--
CSET Math III	2	--	--	95%	1	--	--
CSET Music Subtest I	3	--	--	100%	1	--	--
CSET Music Subtest II	3	--	--	100%	1	--	--
CSET Music Subtest III	3	--	--	100%	1	--	--
CSET Sci III Bio/Life	2	--	--	99%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	2	--	--
CSET Science II	4	--	--	100%	2	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	28	27	96%	99%	10	9	90%
Other Content Areas							
CSET MSE I	35	35	100%	100%	14	14	100%
CSET MSE II	35	35	100%	100%	14	14	100%
CSET MSE III	35	35	100%	100%	14	14	100%
CSET Physical Education Subtest I	3	--	--	99%	0	--	--
CSET Physical Education Subtest II	3	--	--	99%	0	--	--
CSET Physical Education Subtest III	3	--	--	99%	0	--	--
Aggregate	38	38	100%	100%	14	14	100%
Summary Totals and Pass Rate	68	65	96%	99%	25	24	96%

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

Institution/Program: Notre Dame de Namur University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	49	49	100%	100%	25	25	100%
Aggregate	49	49	100%	100%	25	25	100%
Professional Knowledge/Pedagogy							
RICA	35	35	100%	99%	12	12	100%
Aggregate	35	35	100%	99%	12	12	100%
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Math I	1	--	--	100%	2	--	--
CSET Math II	1	--	--	100%	2	--	--
CSET Math III	1	--	--	93%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	99%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Aggregate	5	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	2	--	--
CSET MSE II	24	24	100%	100%	2	--	--
CSET MSE III	24	24	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	4	--	--
MSAT (0140 + 0151)	3	--	--	100%	5	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	29	29	100%	100%	11	11	100%
Summary Totals and Pass Rate	50	49	98%	99%	25	25	100%

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

Institution/Program: **Notre Dame de Namur University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Occidental College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

OUR MISSION: TO PREPARE LEADERS IN EDUCATION . . . LEADERS IN LIFE

The Department of Education at Occidental College has two major goals: (1) preparing educational leaders by offering a rigorous and thorough professional preparation program for a select number of prospective teachers; and (2) developing future parent, citizen, business or professional leaders who understand contemporary society and education and who exercise essential personal or group leadership skills. Both goals require a thoughtful, reflective leader who is knowledgeable of and sensitive to the diverse needs of students in our public schools and adults in our increasingly more global American society. The greater Los Angeles urban metropolis, with its vast human and institutional resources and rich cross-cultural diversity, greatly enhances the learning of students with either goal. Occidental College offers two teaching credential programs - a Level I Multiple Subject Program and a Level I Single Subject Program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The factors that have contributed to the excellence of the Educational Leaders Program at Occidental College include:

1. The cohort group of less than thirty candidates provided the opportunity for each to receive individualized instruction from their college supervisors in the student teaching experience and close collaboration with peers in their coursework.
2. Consistent, ongoing program evaluation which included feedback from students, master teachers, program graduates who are now teaching, principals of graduates of the program and other community members.
3. Assessment through Various Forms which requires demonstrated knowledge and application of the California Standards for the Teaching Profession and related TPE's and through the TPA's.
4. Consistent, ongoing collaboration with local schools which has enabled us to develop a resource list of highly successful classroom teachers who serve as classroom supervisors for our student teachers.
5. Emphasis on group development with strategies that are modeled in all Education classes and practiced by the candidates in their student teaching experience.
6. Development of cross-cultural sensitivity and pedagogy that encourages inclusion in all planning and teaching.
7. A developmental view of critical and social justice education is inherent in the coursework - enabling the candidates to begin teaching with an understanding of the factors which influence education and which affect their role as teachers from a global perspective of education.

Institution/Program: **Occidental College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: **Occidental College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	13	13	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	22	22	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	9	
Single Subject Candidates	6	6	
Education Specialist Candidates			
Totals	15	15	

Institution/Program: Occidental College

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Occidental College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28.5	20	570
Single Subject Programs	28.5	20	570
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Occidental College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	8	--	--	100%	0	--	--
Aggregate	8	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	4	--	--	99%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	100%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
Aggregate	4	--	--	100%	0	--	--
Summary Totals and Pass Rate	8	--	--	99%	0	--	--

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

Institution/Program: Occidental College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	99%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	99%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	10	9	90%	99%	0	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	22	21	95%	99%	0	--	--

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

Institution/Program: **Occidental College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The OMSD Intern Academy was an alternative way to earn a California teaching credential. At the end of the two-year program, candidates who successfully completed all requirements, exams and course work were recommended to the California Commission on Teacher Credentialing for a Preliminary Multiple Subjects Credential by the Board of Trustees.
The mission is to guarantee our commitment to the highest quality education for all students, whatever it takes. The OMSD Intern Program strove to recruit, educate,and certify teachers who could effectively meet the needs of ever-changing culturally and linguistically diverse populations.
Participants acquired the knowledge, skills and professional attributes, to satisfy credentialing requirements through an integrated collegial support system, which reflected a balance between theoretical and practical aspects of teaching. OMSD is one of the largest elementary districts in California, with nearly 23,000 students, but has been experiencing declining enrollment since 2003-2004. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White with 49.98% classified as limited English proficient.
The OMSD Intern Academy was fully accredited by CCTC in January 2001. This affordable alternative credentialing route was for teachers who desired a different way to become an effective teacher. Interns had the opportunity to apply what they learned as they learned, instead of waiting until the completion of their program. Interns were hired and responsible for multiple subject, self contained teaching assignments. Interns who were selected for the OMSD Intern Academy earned full salaries and benefits.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

"Pre-Service: Intro to the Teaching and Learning Process" consisted of 60 hours coursework and 60 hours of supervised fieldwork with a goal to provide interns with pedagogical knowledge and skills needed to begin teaching. Coursework is a balance of theory and application. Field experiences were done with effective master teachers. Interns observed and became familiar with curriculum, participated in assessing student work and assumed responsibility for as much of the teaching as possible. Master teachers provided feedback and coaching. Upon successful completion of Pre-Service, interns began the fully accredited two-year teacher credentialing program.

The program consisted of 32 semester units of coursework composed of pedagogical knowledge, skills, and strategies necessary to meet the needs of all students. The program was aligned with the California Standards for the Teaching Profession. Interns earned 10 semester units for "Practice in Teaching" activities, applying concepts and skills addressed in the courswork. All instructors possessed appropriate qualifications for the courses they taught. A system of support was provided which included master teachers, assessment coaches, support providers, and instructors.

Interns were required to complete and pass each of the four Teaching Performance Assessment Tasks. The TPA was utilized by the program as a summative assessment to verify the Interns' attainment of each Teaching Performance Expectation. Additionally, Interns attended an Intern Colloquium at the end of each year in which

Institution/Program: **Ontario-Montclair School District Intern Academy**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

There have been no new initiatives put into place that were not in place in 2006-2007; however, due to a significant drop in district enrollment and applications to the Ontario-Montclair School District Intern Academy, a request was submitted to the California Commission on Teacher Credentialing (CCTC) to put the Intern Academy on a temporary inactive status after the current cohort of interns has completed their program. The CTC elected to close the program effective July 1, 2008, which would allow for the reamiaining candidates to complete the two-year program. No new candidates were admitted in 2007-2008.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.omsd.k12.ca.us

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	9		9
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	9		9

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9		9
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	9		9

Institution/Program: **Ontario-Montclair School District Intern Academy**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	2.25 :1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Ontario-Montclair School District Intern Academy**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	9	--	--
Aggregate	0	--	--	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	9	--	--
Aggregate	0	--	--	99%	9	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	9	--	--
CSET MSE II	0	--	--	100%	9	--	--
CSET MSE III	0	--	--	100%	9	--	--
Aggregate	0	--	--	100%	9	--	--
Summary Totals and Pass Rate	0	--	--	99%	9	--	--

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

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	21	21	100%
Aggregate	0	--	--	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	21	21	100%
Aggregate	0	--	--	99%	21	21	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	8	--	--
CSET MSE II	0	--	--	100%	8	--	--
CSET MSE III	0	--	--	100%	8	--	--
Aggregate	0	--	--	100%	8	--	--
Summary Totals and Pass Rate	0	--	--	99%	21	21	100%

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

Institution/Program: **Ontario-Montclair School District Intern Academy**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Orange County Consortium District Intern Program**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Orange County Department of Education District Intern Program serves a consortium of school districts by offering a two-year alternative credentialing program,Education Specialist Mild/Moderate. The program's mission is to educate teachers to become reflective practitioners committed to continual professional growth and the integration of current theory and best practices to foster the academic, social, and emotional development of all their students. Intern teachers are supported and instructed by a community of professional educators including course instructors, practicum supervisors, academic advisors, a school-based peer coach, a principal, and a district human resource administrator. The program's clientele are mainly from traditionally under-represented groups in the teaching profession, such as Latinos and males.

The intern teachers join a cohort taking coursework together over a two year period. The intern's teaching practice is supervised for three semesters. Weekly consultation occurs with the intern's peer coach at the school site. A professional portfolio addressing the Teaching Performance Expectations is required and interns present their portfolio to an exit panel of educators. The program offers preparation for taking the RICA (Reading Instruction Competence Assessment). Interns are prepared to teach ELL as specified through AB1059.

Consortium school districts accept course credit toward salary increments and invests in the intern teacher by providing a peer coach and six release days over the two-year period to observe exemplary teaching.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Orange County Department of Education District Intern Program strives to be client-centered. Coursework and supervision are designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. Because the program is small, support is customized to meet individual needs of our interns,including adjusting schedules to meet the demands of working teachers and flexing deadlines that conflict with teaching duties such as parent conferences and year-round school cycles. Beyond the coursework offered, intern teachers attend intensive test preparation classes for the state-required examinations.

The faculty and staff provide a team approach for the support and education of each intern teacher. This support network, coordinated by the advisor, monitors the intern's academic and professional growth. Advisors work with each practicum supervisor, peer coach, school principal, and human resource administrator as a team. Each semester the Practicum Supervisor meets with the intern a minimum of five times. The Peer Coach meets weekly. If needed, the team assembles to discuss the progress and challenges facing the intern teacher. They facilitate any interventions and individualized response to the situation.

The program's faculty is a blend of practitioners (all part-time employees), including National Board Certified Teachers, and university adjunct faculty. Current teachers and administrators provide the rich experiences of the current realities of the classroom and school with the professional practitioner perspective. The university

Institution/Program: **Orange County Consortium District Intern Program**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Orange County Consortium District Intern Program was reviewed for continuing accreditation by the California Commission on Teacher Credentialing during 2007-2008 for compliance with the Standards of Quality and Effectiveness for Education Specialist Credential Programs for Education Specialist: Mild to Moderate. The review team did recommend to the Commission that all 29 standards have been met by the District Intern Program.

Due to an ongoing need for qualified Special Education teachers in every district, the Orange County Consortium District Intern Program will continue to offer a two-year program that will meet the Standards of Quality and Effectiveness for Education Specialist Credential Programs: Mild to Moderate. For the next phase of program development, the Advisory Consortium is considering the need for Education Specialist, Communication Development, Moderate/Severe, with added authorization in Autism.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
leadership.ocde.us/dip.htm

Institution/Program: **Orange County Consortium District Intern Program**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	65	0	65
Totals	65	0	65

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	59	0	59
Totals	59	0	59

Institution/Program: **Orange County Consortium District Intern Program**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Orange County Consortium District Intern Program**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs			
Education Specialist Programs	N/A	N/A	

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Orange County Consortium District Intern Program**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	26	26	100%
Aggregate	0	--	--	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	22	19	86%
Aggregate	0	--	--	99%	22	19	86%
Summary Totals and Pass Rate	0	--	--	99%	27	24	89%

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

Institution/Program: **Orange County Consortium District Intern Program**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	6	--	--
CSET MSE II	0	--	--	100%	6	--	--
CSET MSE III	0	--	--	100%	6	--	--
MSAT (0140 + 0151)	0	--	--	100%	6	--	--
Aggregate	0	--	--	100%	12	12	100%
Summary Totals and Pass Rate	0	--	--	99%	12	12	100%

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

Institution/Program: **Orange County Consortium District Intern Program**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pacific Oaks College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:
The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that
-awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;
-teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;
-to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.
Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

In the 2007-08 academic year, our TPA program was approved by the California Commission on Teacher Credentialing. The process of creating and implementing the document helped us to reflect on program effectiveness and make changes accordingly. For instance, we looked at how well our courses addressed lesson planning, a concept that is at the core of the TPA tasks. We subsequently made shifts in our coursework so that lesson planning was woven throughout coursework in more deliberate and consistent ways.

In addition to beginning TPA implementation, our program hired 2 visiting faculty members to fill postitions recently left vacant. This allowed us to address the needs of the department more effectively, thereby better meeting the needs of our students. With a new team in place, we have also become better able to examine the trends in the field and the ways in which we can make shifts in our program so that graduates are equipped with the knowledge and skills that are reflective of such trends.

Institution/Program: **Pacific Oaks College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Pacific Oaks College has been in a period of transition for the last two years. It has been a difficult period for the college and our department, as the future of the college has been clouded by uncertainty. However, the President of the college recently resigned, and a new interim president has been appointed, creating a sense of hope for a path forward. Our department is viewing this as a time of opportunity for us to receive the support we need and make the changes we envision.

In addition, in the Fall of 2008, the entire staff and faculty of our department (including adjuncts) came together once again to discuss coursework and to see how well our syllabi are aligned to the TPA tasks, and to one another. This has been, and will continue to be, an ongoing endeavor as we work to ensure that our program reflects our mission, and the larger mission of the college.

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

Institution/Program: **Pacific Oaks College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	83	83	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	11	7	4
Totals	94	90	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	26	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	11	7	4
Totals	37	33	4

Institution/Program: **Pacific Oaks College**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	0 :1	0 :1
Single Subject Programs	0 :1	0 :1	0 :1
Education Specialist Programs	3 :1	2 :1	0 :1

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

Institution/Program: **Pacific Oaks College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	36
Single Subject Programs	0	0	0
Education Specialist Programs	40	15	36

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Pacific Oaks College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	29	29	100%	100%	0	--	--
Aggregate	29	29	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	26	93%	99%	0	--	--
Aggregate	28	26	93%	99%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Summary Totals and Pass Rate	30	28	93%	99%	0	--	--

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

Institution/Program: Pacific Oaks College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	33	33	100%	100%	1	--	--
Aggregate	33	33	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	32	32	100%	99%	1	--	--
Aggregate	32	32	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	0	--	--
CSET MSE II	24	24	100%	100%	0	--	--
CSET MSE III	24	24	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	1	--	--
Aggregate	30	29	97%	100%	1	--	--
Summary Totals and Pass Rate	33	32	97%	99%	1	--	--

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

Institution/Program: **Pacific Oaks College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pacific Union College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pacific Union College is a Christian liberal arts college whose mission is to prepare its students for productive lives of useful human service and uncompromising personal integrity. Its student-to-faculty ratio is 15-1. The PUC credential program is accredited by the Commission on Teacher Credentialing to recommend individuals for SB2042 preliminary and clear multiple and single subject teaching credentials. It is also accredited by the North American Division of Seventh-day Adventists Department of Education which issues church teaching certificates to eligible individuals.

Purpose: To develop Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place, and who demonstrate the following:

*Tolerance and sensitivity to the rights and opinions of others, especially those from diverse ethnic, religious, cultural, and socio-economic groups.

*Appreciation for the uniqueness and worth of each individual and the importance of the systematic development of the whole person, including the intellectual, spiritual, social, and physical.

*Skill as a classroom teacher as demonstrated by beginning teacher level proficiency in the Teacher Performance Expectations.

*Subject matter proficiency as demonstrated by academic performance and a dedication to excellence.

The department is currently preparing 32 teachers for preliminary credentials and eventual placement in K-12 classrooms. In addition, 47 practicing teachers are being prepared for clear credentials.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

*Faculty members have been successful teachers, principals, and superintendents and maintain K-12 state certification. They are regularly involved in collaboration with local schools and consult for the local community.

*In conjunction with their courses students take field trips to unique school settings. In addition, a wide variety of professionals from the field are brought into the credential courses to make presentations and share their perspectives on teaching.

*All multiple subject and single subject credential candidates spend two full weeks in an autumn "beginning of the year placement" prior to student teaching. This placement is made in a multi-grade classroom whenever possible. This experience prepares them for the unique challenges of beginning a new school year, of teaching two or more grade levels at once, and of teaching in a small school rural community.

*Most students begin working concurrently on subject matter and professional coursework as freshmen. They quickly engage in fieldwork, with part-time experiences in three different school cultures and grade levels before beginning full-time student teaching.

*Many students at PUC choose to take a year away from their coursework and serve as student missionaries

Institution/Program: **Pacific Union College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

*During the 2007-2008 school year the department was heavily involved in creating the system to deliver the Teacher Performance Assessment to candidates. This involved restructuring coursework to accomodate the TPA, hiring a TPA Coordinator to oversee the program, developing support materials for students, continued training of faculty as assessors, finding and training additional off-campus assessors, assigning teacher responsibilities for TPA preparation, and writing the TPA proposal for submission to the CCTC. The proposal was approved by the CCTC and implementation will begin 7/1/2008.

*Faculty members in-serviced groups of employed teachers in the field in the areas of Beginning Reading and Glasser Quality Schools.

*A faculty member attended a technology in-service conference to improve computer instruction in the department.

*A new crew of student teaching supervisors were hired, trained, and assigned to students.

*The department increased its emphasis on recruiting quality individuals into the teacher preparation program and teaching profession.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.puc.edu/PUC/academics/Academic_Departments/Education_Dept/

Institution/Program: **Pacific Union College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	22	22	
Single Subject Candidates	21	21	
Education Specialist Candidates	0		
Totals	43	43	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	9	
Single Subject Candidates	8	8	
Education Specialist Candidates	0		
Totals	17	17	0

Institution/Program: **Pacific Union College**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	n/a :1	n/a :1
Single Subject Programs	8 :1	n/a :1	n/a :1
Education Specialist Programs	n/a :1	n/a :1	n/a :1

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

Institution/Program: **Pacific Union College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	400	15	600
Single Subject Programs	400	15	600
Education Specialist Programs	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Pacific Union College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	99%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	1	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	8	--	--	100%	0	--	--
CSET MSE II	8	--	--	100%	0	--	--
CSET MSE III	8	--	--	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	14	14	100%	99%	0	--	--

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

Institution/Program: Pacific Union College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	34	34	100%	100%	0	--	--
Aggregate	34	34	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	18	95%	99%	0	--	--
Aggregate	19	18	95%	99%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	100%	0	--	--
Aggregate	11	10	91%	100%	0	--	--
Summary Totals and Pass Rate	34	31	91%	99%	0	--	--

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

Institution/Program: **Pacific Union College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Patten University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Patten is a private, coeducational, interdenominational Christian university located within the culturally rich area of the Fruitvale District in East Oakland, and on the undergraduate level is dedicated to providing a Liberal Arts education with ten undergraduate majors and one Graduate program.The mission of the university is to provide an excellent education on the undergraduate and graduate level, including: The Master of Arts in Education Program,and the Liberal Studies/Multiple Subject Teaching Credential Undergraduate Integrated Program , designed for motivated and committed students from a broad diversity of ethnic, geographic, and socio-economic backgrounds.The institution also endeavors to inspire students to serve their communities and live as morally responsible individuals in their chosen field.In line with the broader Patten goals, and consistent with the guidelines and policies of both the CCTC and WASC, both Single and Multiple Subject Teaching Credential Programs,prepare committed teachers who are striving for academic excellence, and have the ability to effectively analyze their teaching practices, and who will continue to develop professionally throughout their entire teaching career. The Education Division Faculty are selected on the basis of having a strong academic background, possessing appropriate higher education degrees, and showing evidence of having considerable practical experience in the classroom, bringing forth a balance between theory and practical application within the classroom setting. This program offers a highly multicultural curriculum incorporating instructionally proven effective teaching strategies, enabling new teachers to meet the myriad of challenges facing them.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Liberal Studies/Multiple Subject Teaching Credential Integrated Undergraduate,Multiple Subject and Single Subject credential programs,are specialized programs,formatted to include the CTC standards and the special emphases of Patten University,while accommodating differences and interests of individual teacher candidates. The programs incorporate a balance of educational coursework,beginning with the introduction of the TPEs,and continuing with valuable hands-on field experiences and supervised student teaching.
In keeping with the broader goals of the University, these programs seek to develop the ability to integrate educational theories and practices and attain high standards with emphasis on inner city teaching; Acquiring knowledge, skills, technology and best practices, crucial in delivering high quality instruction;maintaining sensitivity to students of different backgrounds,with differing special needs,promoting a classroom environment for a diverse student population,including english language learners;and providing challenging instruction to facilitate students' development;utilizing a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions;Establishing between school, family, and community,a climate of mutual respect.

The Patten University programs have received outstanding commendations, citing their support for student teachers, citing the noted strong faculty cmmitment by the CTC Committee on Accreditation. Also noted was the outstanding collaboration with site administrators and School District personnel. Patten University's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as

Institution/Program: **Patten University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Recent technology upgrades include enhancements to the 802.11b/g wireless system for campuswide access to all of the data,on-line library and multi-media files. Students, staff, and faculty also now have access to a variety of multimedia equipment including digital cameras and camcorders, both mounted and portable multi-media projectors,provided in part using partnership and Regional Intern matching grant funds.

With the guidance of the Education Division Advisory Commitee, and under the leadership of the Credential Programs Director, we have been enhancing our com-
munity connection with workshops and outreach activities including SB 2042, NCLB, SB 1209, and information programs for public and private K-12 schools in the area. The Director and the Credential Analyst both participate with Induction consortium and other new teacher support groups in three counties.

It should be noted that beyond the formal Student Teaching/Intern Practicum, candidates complete 100 hours in classrooms as part of the EDU 583 Course requirement. For Intern support providers, partnership grant funds are utilized, in part to enhance the student experience.

We have just completed the COA on-site Review process and are already addressing new reading standards, enhancing the Single subject program, and
incorporating new TPA accountability procedures.

The Director and Credential Analyst have completed certification for three of the TPA Tasks and fourteen

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.patten.edu/AcademicPrograms_DE_TC.htm (program info)

Institution/Program: **Patten University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20	18	2
Single Subject Candidates	20	14	6
Education Specialist Candidates	0	0	0
Totals	40	32	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	7	2
Single Subject Candidates	3	0	3
Education Specialist Candidates	0	0	0
Totals	12	7	5

Institution/Program: **Patten University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	2 :1	0 :1
Single Subject Programs	0 :1	3 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

Institution/Program: **Patten University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	8	320
Single Subject Programs	40	8	320
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Patten University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	5	--	--	100%	4	--	--
Aggregate	5	--	--	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	3	--	--	99%	1	--	--
Aggregate	3	--	--	99%	1	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	1	--	--
CSET Math II	1	--	--	99%	1	--	--
CSET Math III	1	--	--	95%	1	--	--
CSET Sci III Bio/Life	0	--	--	99%	2	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	100%	2	--	--
Aggregate	2	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	100%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
Aggregate	3	--	--	100%	1	--	--
Summary Totals and Pass Rate	5	--	--	99%	4	--	--

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

Institution/Program: Patten University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	20	20	100%	100%	1	--	--
Aggregate	20	20	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	99%	1	--	--
Aggregate	19	19	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	1	--	--
CSET MSE II	15	15	100%	100%	1	--	--
CSET MSE III	15	15	100%	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Aggregate	16	16	100%	100%	1	--	--
Summary Totals and Pass Rate	22	22	100%	99%	1	--	--

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

Institution/Program: **Patten University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pepperdine University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pepperdine has enjoyed a long history of preparing teachers and other educational leaders for California and our nation's schools. Each member of the University faculty exemplifies Christian values in daily teaching. Pepperdine's Teacher Education Program is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a program within a Christian university, teacher education endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities. Pepperdine offers the teacher preparation programs for the SB 2042 Preliminary Multiple and Single Subject Teaching Credentials. The program at the Seaver campus in Malibu offers an undergraduate, integrated credential program. The Graduate School of Education and Psychology offers a graduate program that combines a Master of Arts in Education with Teaching Credential. It has four graduate campuses in Westlake Village, Encino, West Los Angeles, and Irvine.

The Seaver College undergraduate teacher education program information website ishttp://seaver.pepperdine.edu/humanities/. The Graduate School of Education and Psychology teacher education program information website is: http://gsep.pepperdine.edu/

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Since Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the nation we support reading and language arts program in schools. Through a practicum experience candidates provide supplemental tutoring to English Speaking and English Language Learners. This course contributes to the candidates' success in teaching reading and preparation for the Reading Instruction Competency Assessment, while serving the needs of neighborhood schools.

The CA TPEs provide the opportunity to align coursework with the students' practicum experience in the public schools. All of the teacher candidates in the Graduate School are participating in the PACT. The Seaver College program has implemented the CalTPA.

As of September 07, The Graduate School was approved by CTC to include a University Intern Program (UIP) within our MAETC Program. The UIP provides districts in need of teachers with the opportunity to offer contracts to students who are enrolled in a CA credentialed teacher education program. This provides another opportunity to support young teachers working in underserved schools.

Another innovation is our course sequence. "Identity and Vocation." This course leads candidates through an action research project that evolves out of the student teaching experience. Candidates examine their perspectives on the communities in which they are placed and these points of view impacts the lenses in which

Institution/Program: **Pepperdine University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Pepperdine University successfully launched the SB2042 Credential program for Multiple and Single Subject Teaching Credentials. Teacher Education faculty have engaged in training for Teaching Performance Assessment (TPA) and students participate in the TPA process. All Teacher Education faculties have incorporated into their curriculum the new TPEs, which are the foundation for the new TPAs.

The Masters of Education and Teacher Credential Program continues to build an emerging network of Professional Development Schools to better prepare teachers to meet the needs of students in highly diverse schools in the Los Angeles and Ventura County areas. Discussions to involve more community stakeholders in Pepperdine's teacher preparation process have yielded strategies such as an expanded advisory board, more diverse student teaching experiences and infusion of social justice curriculum into the program.

In 2008, a new director for the University Intern joined the faculty. Under her leadership the UI program will grow in numbers and is developing deeper connections with our partner schools.

In 2008 GSEP began implementing the PACT, and Seaver began implementing the Cal-TPA. We are closely monitoring our students' achievement and feedback through this process. We have aligned courses with the PACT and Cal-TPA requirements and are continuing to monitor this alignment.

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

Institution/Program: **Pepperdine University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	199	189	10
Single Subject Candidates	113	102	11
Education Specialist Candidates	0	0	0
Totals	312	291	21

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	123	113	10
Single Subject Candidates	69	58	11
Education Specialist Candidates	0	0	0
Totals	192	171	21

Institution/Program: **Pepperdine University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**50**	**6**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	44	4	
Single Subject Programs	**31**	**6**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	25	4	
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	32 :1	:1
Single Subject Programs	32 :1	32 :1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Pepperdine University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	19	760
Single Subject Programs	40	19	760
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Pepperdine University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	137	137	100%	100%	15	15	100%
Aggregate	137	137	100%	100%	15	15	100%
Professional Knowledge/Pedagogy							
RICA	91	89	98%	99%	3	--	--
Aggregate	91	89	98%	99%	3	--	--
Academic Content Areas							
CSET English I	17	17	100%	100%	2	--	--
CSET English II	17	17	100%	100%	2	--	--
CSET English III	17	17	100%	100%	2	--	--
CSET English IV	17	17	100%	100%	2	--	--
CSET Math I	5	--	--	99%	4	--	--
CSET Math II	5	--	--	99%	4	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	39	39	100%	99%	10	10	100%
Other Content Areas							
CSET MSE I	92	92	100%	100%	3	--	--
CSET MSE II	92	92	100%	100%	3	--	--
CSET MSE III	92	92	100%	100%	3	--	--
CSET Physical Education Subtest I	1	--	--	99%	1	--	--
CSET Physical Education Subtest II	1	--	--	99%	1	--	--
CSET Physical Education Subtest III	1	--	--	99%	1	--	--
Aggregate	93	93	100%	100%	4	--	--
Summary Totals and Pass Rate	137	135	99%	99%	15	14	93%

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

Institution/Program: Pepperdine University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	294	294	100%	100%	0	--	--
Aggregate	294	294	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	203	203	100%	99%	0	--	--
Aggregate	203	203	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	27	27	100%	100%	0	--	--
CSET English II	27	27	100%	100%	0	--	--
CSET English III	27	27	100%	100%	0	--	--
CSET English IV	27	27	100%	100%	0	--	--
CSET Math I	8	--	--	100%	0	--	--
CSET Math II	8	--	--	100%	0	--	--
CSET Math III	4	--	--	93%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	21	21	100%	100%	0	--	--
CSET Social Sci II	21	21	100%	100%	0	--	--
CSET Social Sci III	21	21	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	99%	0	--	--
Aggregate	67	67	100%	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	162	162	100%	100%	0	--	--
CSET MSE II	162	162	100%	100%	0	--	--
CSET MSE III	162	162	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	16	16	100%	100%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	98%	0	--	--
Physical Education S* (09)	3	--	--	97%	0	--	--
Aggregate	184	184	100%	100%	0	--	--
Summary Totals and Pass Rate	294	294	100%	99%	0	--	--

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

Institution/Program: **Pepperdine University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Point Loma Nazarene University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

MISSION: To provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational truth is pursued, and holiness is a way of life.

The University, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs in teacher education in San Diego Arcadia, Bakersfield and the Inland Empire.

CORE VALUES: 1-Excellence in teaching and learning
2-An intentionally Christian community
3-Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
4-The development of students as whole persons
5-A global perspective and experience
6-Ethnic and cultural diversity
7-The stewardship of resources
8-Service as an expression of faith

The Program is grounded in the core values and mission of the University. The program prepares educators who demonstrate excellence in teaching anchored in research-based, brain-compatible learning theory. Emphasis is placed on continuous candidate transformation and renewal in teaching practices that impact student learning, and the development of dispositions of noble character in the context of an intentionally

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Point Loma's Teacher Credentialing Program consistently emphasizes the explicit transfer of theory into practice and guides candidates to define success by the impact they have on student learning in their classrooms of diversity.

Here are highlights of Point Loma's dynamic teacher preparation program:

1-The curriculum is results-focused AND candidate-centered, seeking to personalize and maximize learning aligned with professional standards for each candidate.

2-Content and effective instructional strategies are explictily taught and modeled.

3-Multiple assessments are used to determine whether candidates understand content and can transfer or apply the learning to new situations.

4-Continuous formative assessments are used to give immediate and specific feedback to candidates and to inform instruction and personalized coaching of candidates to meet university and credentialing standards of excellence

Institution/Program: **Point Loma Nazarene University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

1. Exemplar Educational Effectiveness Plans for credential and advanced degree programs developed to guide continuous improvement were developed for WASC accreditation.

2. Biennial Report Field Study completed by Mission Valley Special Education faculty.

3. BTSA: the development and formative assessment approach to the CA TPA with transition induction plan forms for BTSA.

4. STUDENT TEACHING: new student teaching evaluation forms were piloted during 2006-07 that were aligned with the CSTPs and the TPEs. An evaluation form for teacher dispositions was also piloted. All of these were used by faculty, cooperating teachers, and university supervisors.

5. TEACHER PERFORMANCE ASSESSMENT
Credentialing candidates demonstrate their applied knowledge, skills, and dispositions as well as their impact on student learning through several measures, one being the Teaching Performance Assessments aligned with the California Teacher Performance Expectations.
PLNU School of Education implemented a full pilot of tasks 3 and 4 of the Teaching Performance Assessments in 2006-07 and used the performance data to improve and adjust course content, preparing every teacher candidate to better impact student learning.
University Professors and Supervisors of student teachers were trained as TPA assessors to align their

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pointloma.edu/School of Education.htm

Institution/Program: **Point Loma Nazarene University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	157	112	45
Single Subject Candidates	117	70	47
Education Specialist Candidates	174	75	99
Totals	448	257	191

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	39	36
Single Subject Candidates	70	36	34
Education Specialist Candidates	79	41	38
Totals	224	116	108

Institution/Program: **Point Loma Nazarene University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**3**	**2**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	13	3	2
Single Subject Programs	**16**	**4**	**1**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	14	3	1
Education Specialist Programs	**4**	**1**	**2**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	4	1	2

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Point Loma Nazarene University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	16	560
Education Specialist Programs	35	16	560

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Point Loma Nazarene University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	138	138	100%	100%	26	26	100%
Aggregate	138	138	100%	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	105	104	99%	99%	14	14	100%
Aggregate	105	104	99%	99%	14	14	100%
Academic Content Areas							
CSET English I	7	--	--	100%	2	--	--
CSET English II	7	--	--	100%	2	--	--
CSET English III	7	--	--	100%	2	--	--
CSET English IV	7	--	--	100%	2	--	--
CSET Math I	4	--	--	99%	3	--	--
CSET Math II	4	--	--	99%	3	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	2	--	--	99%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	3	--	--
CSET Science II	2	--	--	100%	3	--	--
CSET Social Sci I	4	--	--	100%	2	--	--
CSET Social Sci II	4	--	--	100%	2	--	--
CSET Social Sci III	4	--	--	100%	2	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	18	18	100%	99%	12	11	92%
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
CSET Health Subtest I	4	--	--	100%	0	--	--
CSET Health Subtest II	4	--	--	100%	0	--	--
CSET Health Subtest III	4	--	--	100%	0	--	--
CSET Home Economics Subtest I	1	--	--	100%	0	--	--
CSET Home Economics Subtest II	1	--	--	100%	0	--	--
CSET Home Economics Subtest III	1	--	--	100%	0	--	--
CSET MSE I	98	98	100%	100%	10	10	100%
CSET MSE II	98	98	100%	100%	10	10	100%
CSET MSE III	98	98	100%	100%	10	10	100%
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	107	107	100%	100%	10	10	100%
Summary Totals and Pass Rate	138	137	99%	99%	26	25	96%

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

Institution/Program: Point Loma Nazarene University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	221	221	100%	100%	104	104	100%
Aggregate	221	221	100%	100%	104	104	100%
Professional Knowledge/Pedagogy							
RICA	138	138	100%	99%	50	49	98%
Aggregate	138	138	100%	99%	50	49	98%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	94%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	10	10	100%
CSET English II	6	--	--	100%	10	10	100%
CSET English III	6	--	--	100%	10	10	100%
CSET English IV	6	--	--	100%	10	10	100%
CSET Math I	2	--	--	100%	11	11	100%
CSET Math II	2	--	--	100%	11	11	100%
CSET Math III	1	--	--	93%	3	--	--
CSET Sci III Bio/Life	10	10	100%	100%	5	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Science I	9	--	--	99%	4	--	--
CSET Science II	9	--	--	99%	5	--	--
CSET Social Sci I	8	--	--	100%	2	--	--
CSET Social Sci II	8	--	--	100%	2	--	--
CSET Social Sci III	8	--	--	100%	2	--	--
English Praxis II	3	--	--	100%	1	--	--
English S* (01)	5	--	--	99%	1	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	1	--	--
Aggregate	38	34	89%	99%	33	33	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	88	87	99%	100%	30	30	100%
CSET MSE II	88	85	97%	100%	31	29	94%
CSET MSE III	88	86	98%	100%	30	29	97%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	5	--	--	100%	6	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	19	18	95%	100%			

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

Institution/Program: **Point Loma Nazarene University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project IMPACT is a district intern program sponsored by San Joaquin County Office of Education in partnership with over 50 school districts in and around San Joaquin County. School districts vary from single school rural districts to large unified urban districts. Participation ranges from one intern to more than 70 within a district. IMPACT provides training, concurrent with their teaching assignment, for multiple and single subject and education specialist teacher candidates.

The majority of teacher candidates within this program are recruited from the communities they serve and are often more mature than the typical college student. Many are changing careers to pursue teaching. Many candidates within the IMPACT program are interested in teaching in hard-to-staff schools including underperforming urban schools.

The goal of Project IMPACT is to support and train the best teachers for San Joaquin's classrooms. This is accomplished by attracting highly motivated, qualified candidates and providing them with intensive support which includes: being assigned to a cohort with whom they complete the program in support of each other; individualized coaching; and extensive coursework (over 300 hours). They are observed and coached by a supervisor (year 1=20 visits; year 2=10 visits). Additionally, they are supported by an on-site peer.

The interns complete their entire program with Project IMPACT. They complete the course work and apply for their preliminary credential; induction is completed in their last semester. They ultimately earn their clear California Professional Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. There is a committment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. They attend over 300 hours of coursework concurrent with their classroom assignment.

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	85		85
Single Subject Candidates	180		180
Education Specialist Candidates	280		280
Totals	545		545

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85		85
Single Subject Candidates	180		180
Education Specialist Candidates	280		280
Totals	545		545

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**15**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			15
Single Subject Programs			**15**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			15
Education Specialist Programs			**20**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			20

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	5 :1
Single Subject Programs	:1	:1	12 :1
Education Specialist Programs	:1	:1	14 :1

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	119	119	100%
Aggregate	0	--	--	100%	119	119	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	62	61	98%
Aggregate	0	--	--	99%	62	61	98%
Academic Content Areas							
CSET English I	0	--	--	100%	11	11	100%
CSET English II	0	--	--	100%	11	11	100%
CSET English III	0	--	--	100%	11	11	100%
CSET English IV	0	--	--	100%	11	11	100%
CSET Math I	0	--	--	99%	10	10	100%
CSET Math II	0	--	--	99%	10	10	100%
CSET Math III	0	--	--	95%	3	--	--
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	99%	5	--	--
CSET Sci IV Bio/Life	0	--	--	100%	2	--	--
CSET Social Sci I	0	--	--	100%	4	--	--
CSET Social Sci II	0	--	--	100%	4	--	--
CSET Social Sci III	0	--	--	100%	4	--	--
CSET Spanish Subtest I	0	--	--	100%	2	--	--
CSET Spanish Subtest II	0	--	--	100%	2	--	--
CSET Spanish Subtest III	0	--	--	100%	2	--	--
Aggregate	0	--	--	99%	33	33	100%
Other Content Areas							
CSET Business Subtest I	0	--	--	89%	1	--	--
CSET Business Subtest II	0	--	--	100%	1	--	--
CSET Business Subtest III	0	--	--	100%	1	--	--
CSET MSE I	0	--	--	100%	53	53	100%
CSET MSE II	0	--	--	100%	53	53	100%
CSET MSE III	0	--	--	100%	53	53	100%
CSET Physical Education Subtest I	0	--	--	99%	2	--	--
CSET Physical Education Subtest II	0	--	--	99%	2	--	--
CSET Physical Education Subtest III	0	--	--	99%	2	--	--
Health Science S* (16)	0	--	--	100%	5	--	--
Aggregate	0	--	--	100%	61	61	100%
Summary Totals and Pass Rate	0	--	--	99%	120	119	99%

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	84	84	100%
Aggregate	0	--	--	100%	84	84	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	41	41	100%
Aggregate	0	--	--	99%	41	41	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	2	--	--
Chemistry S* (04 + 06)	0	--	--	86%	2	--	--
CSET English I	0	--	--	100%	8	--	--
CSET English II	0	--	--	100%	8	--	--
CSET English III	0	--	--	100%	8	--	--
CSET English IV	0	--	--	100%	8	--	--
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	93%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	0	--	--	100%	2	--	--
CSET Social Sci II	0	--	--	100%	2	--	--
CSET Social Sci III	0	--	--	100%	2	--	--
English Praxis II	0	--	--	100%	7	--	--
English S* (01)	0	--	--	99%	7	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	94%	2	--	--
Social Science S* (03)	0	--	--	97%	2	--	--
Aggregate	0	--	--	99%	29	29	100%
Other Content Areas							
Business S* (15)	0	--	--	97%	2	--	--
CSET MSE I	0	--	--	100%	18	18	100%
CSET MSE II	0	--	--	100%	18	18	100%
CSET MSE III	0	--	--	100%	18	18	100%
Home Economics S* (17)	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	0	--	--	100%	19	19	100%
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	0	--	--	100%	42	42	100%
Summary Totals and Pass Rate	0	--		99%			

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project Pipeline**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project Pipeline's mission is to provide eligible individuals an affordable and convenient way to earn a California teaching credential while meeting California's demand for new teachers.

Working with a consortium of Northern California school districts, Project Pipeline serves as a means for school districts to develop their teacher hiring pool with high-quality teacher candidates. Once hired, these candidates become full-time teacher interns receiving a salary plus benefits as they take courses through Project Pipeline to earn their credentials.

Project Pipeline does constant research to determine the most effective and promising practices for delivery of instruction to students in hard-to-staff schools. Attention to these important strategies makes it uniquely effective at training teachers to work in schools whose students live in areas of high poverty.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Project Pipeline is a two-year single subject or three-year Mild/Moderate Education Specialist Levels I and II teacher credentialing program that allows the participant to teach full-time at one over 90 participating school districts in 15 counties including Sacramento, Alameda or Contra Costa. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science, English and Special Education as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses evenings and weekends and are taught by well-regarded professors/practitioners active in education. Interns teach with the assistance and guidance of qualified mentor teachers and supervisors who are veterans in the teaching field. Upon completion of the credentialing requirements of the program, an intern earns either a Single Subject California Preliminary Credential or Professional Clear Credential for Special Education (awarded by the California Commission on Teacher Credentialing). Program qualities are: 1) Approximately eighty-five percent of the participants remain in the classroom after five years, mostly in the urban city schools to which they were originally assigned; 2) There is strong advocacy from the staff, instructors and supervisors for the new teachers to succeed; 3) Structured teaching practices are deemed essential in Project Pipeline for preparation of new teachers; 4) The students are in a cohort together for their entire program. They work in teams and gain guidance from each other; 5)The staff has strong people skills and are encouraged to bring out the best attitudes from the interns.

Institution/Program: **Project Pipeline**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Project Pipeline continues to ensure a quality education for its candidates while focusing on future changes. Project Pipeline places emphasis on the Teaching Performance Expectations but also continues to teach the California Standards for the Teaching Profession. Project Pipeline has integrated all changes made to its curriculum as a result of SB 2042 and, as of July 1, 2008 has implemented the Teaching Performance Assessments in the general education program.

Support for the interns has been enhanced. Project Pipeline has implemented a Buddy Program where recent graduates help interns set up their classrooms for the first day of school. The Buddy Program has been added to our infrastructure as support for new teachers which includes field supervisors and on-site mentors.

Most recently, in January 2009, Project Pipeline partnered with University of Pacific and started a master's program in Curriculum and Instruction and a master's program for Special Education. Of the 32 units required for the master's program, sixteen are transferred from Project Pipeline credential courses. The remaining sixteen units are provided during one year of coursework taught by University of Pacific professors and Project Pipeline faculty.

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

Institution/Program: **Project Pipeline**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	225	0	225
Education Specialist Candidates	108	0	108
Totals	333	0	333

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	0	0	0
Single Subject Candidates	225	0	225
Education Specialist Candidates	108	0	108
Totals	333	0	333

Institution/Program: **Project Pipeline**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**28**
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	24
Education Specialist Programs	**0**	**0**	**29**
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	25

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 :1	0 :1	0 :1
Single Subject Programs	0 :1	0 :1	18 :1
Education Specialist Programs	0 :1	0 :1	9 :1

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

Institution/Program: **Project Pipeline**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: **Project Pipeline**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	121	121	100%
Aggregate	0	--	--	100%	121	121	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	25	25	100%
Aggregate	0	--	--	99%	25	25	100%
Academic Content Areas							
CSET English I	0	--	--	100%	26	26	100%
CSET English II	0	--	--	100%	26	26	100%
CSET English III	0	--	--	100%	26	26	100%
CSET English IV	0	--	--	100%	26	26	100%
CSET Math I	0	--	--	99%	15	15	100%
CSET Math II	0	--	--	99%	15	15	100%
CSET Math III	0	--	--	95%	6	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	0	--	--	99%	9	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Social Sci I	0	--	--	100%	8	--	--
CSET Social Sci II	0	--	--	100%	8	--	--
CSET Social Sci III	0	--	--	100%	8	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	0%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	0%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	0%	1	--	--
Aggregate	0	--	--	99%	65	65	100%
Other Content Areas							
Business S* (15)	0	--	--	100%	1	--	--
CSET Health Subtest I	0	--	--	100%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	0	--	--	100%	10	10	100%
CSET MSE II	0	--	--	100%	10	10	100%
CSET MSE III	0	--	--	100%	10	10	100%
CSET Physical Education Subtest I	0	--	--	99%	2	--	--
CSET Physical Education Subtest II	0	--	--	99%	2	--	--
CSET Physical Education Subtest III	0	--	--	99%	2	--	--
Health Science S* (16)	0	--	--	100%	7	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Aggregate	0	--	--	100%	22	22	100%
Summary Totals and Pass Rate	0	--	--	99%	121	121	100%

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

Institution/Program: **Project Pipeline**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	0	--	--	100%	95	95	100%
Aggregate	0	--	--	100%	95	95	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	20	20	100%
Aggregate	0	--	--	99%	20	20	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	3	--	--
Art S* (12)	0	--	--	97%	3	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	3	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
CSET English I	0	--	--	100%	7	--	--
CSET English II	0	--	--	100%	7	--	--
CSET English III	0	--	--	100%	7	--	--
CSET English IV	0	--	--	100%	7	--	--
CSET Math I	0	--	--	100%	8	--	--
CSET Math II	0	--	--	100%	8	--	--
CSET Math III	0	--	--	93%	5	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Science I	0	--	--	99%	10	10	100%
CSET Science II	0	--	--	99%	10	10	100%
CSET Social Sci I	0	--	--	100%	4	--	--
CSET Social Sci II	0	--	--	100%	4	--	--
CSET Social Sci III	0	--	--	100%	4	--	--
English Praxis II	0	--	--	100%	5	--	--
English S* (01)	0	--	--	99%	5	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	6	--	--
Math S* (02)	0	--	--	100%	6	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	49	49	100%
Other Content Areas							
Business S* (15)	0	--	--	97%	2	--	--
CSET MSE I	0	--	--	100%	6	--	--
CSET MSE II	0	--	--	100%	6	--	--
CSET MSE III	0	--	--	100%	6	--	--
MSAT (0140 + 0151)	0	--	--	100%	7	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	2	--	--
Physical Education S* (09)	0	--	--	97%	2	--	--
Aggregate	0	--	--	100%	17	17	100%
Summary Totals and Pass Rate	0	--	--	99%	95	95	100%

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

Institution/Program: **Project Pipeline**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Saint Mary's College of California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Our purpose is to prepare high performing professionals, who can act as agents for change in their communities. The programs of the School of Education at Saint Mary's College offer a blend of theory, research, and practice, presented in an environment that is inquiry-focused and humanistic. During their studies candidates examine their beliefs about learning in the context of educational research and theories about best practice. To develop the field-based competencies necessary to support high quality teaching, candidates work with K - 12 students in both public and private schools, and in urban and suburban settings. All programs promote candidate's growth as spiritual beings, as independent thinkers and as active citizens.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

In recognition of the need to prepare teachers who can educate all students, credential programs are designed to address the ethnic, linguistic, and cultural diversity represented in California's student population. This focus is in keeping with the tradition of the College, which is based on a commitment to educate those who are disadvantaged and disenfranchised.

Four principles organize our programs:

· Focused study of educational foundations, educational theory, and best practice as the foundation for sound pedagogy;

· Consideration of how to meet the needs of ALL learners infused throughout coursework;

· Integration of state approved K - 12 curriculum standards in all methods courses;

· Concurrent involvement in fieldwork, seminars, and academic coursework.

This integration of fieldwork and coursework provides developmentally appropriate support to candidates through on-site coaching, theoretical analysis of teaching experiences, and reflection on practice.

Institution/Program: **Saint Mary's College of California**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: Saint Mary's College of California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	115	110	5
Single Subject Candidates	72	51	21
Education Specialist Candidates	61	40	21
Totals	248	201	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	48	43	5
Single Subject Candidates	47	26	21
Education Specialist Candidates	26	5	21
Totals	121	74	47

Institution/Program: Saint Mary's College of California

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	22	2	0
Single Subject Programs	**10**	**8**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	10	8	0
Education Specialist Programs	**1**	**6**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	1	5	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	0 :1
Single Subject Programs	24 :1	24 :1	0 :1
Education Specialist Programs	24 :1	24 :1	0 :1

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

Institution/Program: Saint Mary's College of California

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	17	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Saint Mary's College of California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	83	83	100%	100%	17	17	100%
Aggregate	83	83	100%	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	53	53	100%	99%	8	--	--
Aggregate	53	53	100%	99%	8	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	9	--	--	100%	1	--	--
CSET English II	9	--	--	100%	1	--	--
CSET English III	9	--	--	100%	1	--	--
CSET English IV	9	--	--	100%	1	--	--
CSET Math I	3	--	--	99%	2	--	--
CSET Math II	3	--	--	99%	2	--	--
CSET Math III	1	--	--	95%	1	--	--
CSET Sci III Bio/Life	2	--	--	99%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	1	--	--
CSET Science II	3	--	--	100%	1	--	--
CSET Social Sci I	5	--	--	100%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Aggregate	21	21	100%	99%	7	--	--
Other Content Areas							
CSET MSE I	53	53	100%	100%	8	--	--
CSET MSE II	53	53	100%	100%	8	--	--
CSET MSE III	53	53	100%	100%	8	--	--
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	55	55	100%	100%	8	--	--
Summary Totals and Pass Rate	83	83	100%	99%	17	17	100%

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

Institution/Program: Saint Mary's College of California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	129	129	100%	100%	0	--	--
Aggregate	129	129	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	88	87	99%	99%	0	--	--
Aggregate	88	87	99%	99%	0	--	--
Academic Content Areas							
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	100%	0	--	--
CSET English IV	8	--	--	100%	0	--	--
CSET Math I	4	--	--	100%	0	--	--
CSET Math II	4	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	72	72	100%	100%	0	--	--
CSET MSE II	72	72	100%	100%	0	--	--
CSET MSE III	72	72	100%	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	97%	0	--	--
CSET Physical Education Subtest II	2	--	--	97%	0	--	--
CSET Physical Education Subtest III	2	--	--	97%	0	--	--
Health Science S* (16)	6	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	98%	0	--	--
Physical Education S* (09)	4	--	--	97%	0	--	--
Aggregate	88	88	100%	100%	0	--	--
Summary Totals and Pass Rate	129	128	99%	99%	0	--	--

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

Institution/Program: **Saint Mary's College of California**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Diego Christian College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The purpose of the Department of Education is to provide courses which lead to California State Multiple and Single Subject Teaching Credentials, Association of Christian Schools International Teaching Certificates, and TESOL Certificates.

The overriding goal of the Department is to nurture and develop highly qualified Christian teachers who have an appropriate subject-matter foundation upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

1) Pre-screening candidates for admission to the teacher credential program based on personal interview, academic strength, essay, prior successful experiences working with children or youth, and motivation to teach.

2) Personal attention for each teacher candidate during the teacher credential program.

3) Course assignments designed to apply the California Standards for the Teaching Profession (CSTPs), the Teaching Performance Expectations (TPEs), and the Teaching Performance Assessments (TPAs)

Institution/Program: **San Diego Christian College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

In the spring of 2009, the Teacher Credential Program implemented TaskStream, a web-based software system that will be used initially for the submission, scoring, and tracking of the TPAs. This system has been used successfully at many other colleges, and has already streamlined these processes greatly at SDCC. With the capabilities for generating reports that TaskStream has, data collection will become much more efficient. In the fall of 2009, SDCC students will begin using Taskstream to create electronic portfolios for the teacher credential program.

Due to the increasing number of duties involved in the implementation of the TPA, SDCC created a part time position for a TPA Coordinator in fall 2008. This person will coordinate TPA submission, scoring and tracking using TaskStream, creating a more streamlined, efficient process for students and faculty.

In the fall of 2008, teacher credential program course numbers were modified and approved. These modified course numbers signify the post-graduate status of the teacher credential program at SDCC, allowing students who are finished with the program the ability to transfer to masters programs elsewhere with more credits upon entering.

In the fall of 2008, the process of financial aid and business office check-in was streamlined by creating a combination "orientation and registration clearance" event. All teacher credential program students are required to attend to gain important information about the upcoming semester, and complete their financial obligation check-in processes for the college.

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

Institution/Program: **San Diego Christian College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	33	33	
Single Subject Candidates	6	6	
Education Specialist Candidates			
Totals	39	39	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	9	
Single Subject Candidates	3	3	
Education Specialist Candidates			
Totals	12	12	

Institution/Program: San Diego Christian College

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: San Diego Christian College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	20	18	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **San Diego Christian College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	9	--	--	99%	0	--	--
Aggregate	9	--	--	99%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Aggregate	9	--	--	100%	0	--	--
Summary Totals and Pass Rate	11	11	100%	99%	0	--	--

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

Institution/Program: San Diego Christian College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	16	16	100%	100%	0	--	--
CSET MSE II	16	16	100%	100%	0	--	--
CSET MSE III	16	16	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	18	18	100%	100%	0	--	--
Summary Totals and Pass Rate	22	22	100%	99%	0	--	--

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

Institution/Program: **San Diego Christian College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Diego State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

SDSU's teacher education programs prepare elementary and secondary general and bilingual education and special education professionals for San Diego and Imperial Counties. The primary mission of these programs is to enable candidates to develop knowledge, skills, and dispositions for promoting P-12 student achievement and improving their quality of life. Students of color constitute the majority (65.5%) in San Diego County schools; 46% qualify for free or reduced lunch. Approximately one-fourth are English learners and represent some 54 different language groups, with Spanish as the primary language for 86% of the English learners. Approximately 12% of students are identified as needing special education services. In the Imperial Valley, 91.7% of P-12 students are students of color with the majority (87%) identifying as Hispanic. Some 43 percent are English learners, 70.2% qualify for free or reduced lunch, and 8% receive special education services. Within this context, the teacher preparation programs are committed to a conceptual framework that focuses on (a) research-supported practice to promote learning in culturally, linguistically, and economically diverse schools and (b) documentation of graduates' competence and performance in the field.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Partnerships with P-12 schools characterize our teacher preparation programs and contribute to excellence and effectiveness. For example, general and bilingual credential programs implement a cohort model, often in field-based settings in which university and P-12 teachers and administrators collaborate to prepare candidates and cooperating teachers. Because of the county-wide demand for special education personnel, special education programs partner with multiple districts. Working with school districts in Imperial and San Diego counties, special education internship programs help address shortages of personnel trained to provide services to children and youth with disabilities. All programs require a minimum of two semesters of field experience in culturally, linguistically, and economically diverse schools. The City Heights Collaborative is one example of a comprehensive, strategic partnership among the university, school district, and community to improve achievement in a low-income, ethnically and linguistically diverse urban neighborhood. The University manages the Collaborative's elementary, middle, and high school, where pre-service teacher preparation, graduate education, and research are integrated to raise student performance on standardized tests. SDSU collaborates with San Diego and Imperial county school districts, to prepare bilingual education teachers through course work and field experiences in Mexico and California.

Institution/Program: San Diego State University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

SDSU teacher training programs continue to address the three phases of teacher preparation and development - undergraduate, preservice and induction. In 2008, Special Education credential programs began requiring specific coursework in autism. A new dual bilingual special education credential program commenced, as well as an on-line master's program for teachers interested in integrating technology. In 2008/2009, students completing elementary and secondary credential programs are taking a state-required teacher performance assessment to be recommended for a credential. Piloting of the assessment provided useful information for program improvement. In Fall 2008, the College of Education began a multi-year university-community symposium to enhance preparation of educators for closing the achievement gap. In Spring 2009, the College engaged in futures planning focused on identifying strategies for making a difference in the lives of those we serve.

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

Institution/Program: San Diego State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	455	437	18
Single Subject Candidates	453	418	35
Education Specialist Candidates	181	156	25
Totals	1,089	1,011	78

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	317	305	12
Single Subject Candidates	276	257	19
Education Specialist Candidates	73	64	9
Totals	666	626	40

Institution/Program: San Diego State University

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**46**	**8**	
In Academic Positions with Rights and Responsibilities	7	2	
In Non-Academic Positions without Rights and Responsibilities	39	6	
Single Subject Programs	**39**	**9**	
In Academic Positions with Rights and Responsibilities	5	2	
In Non-Academic Positions without Rights and Responsibilities	34	7	
Education Specialist Programs	**24**	**6**	
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities	21	5	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	45 :1	45 :1	:1
Single Subject Programs	45 :1	45 :1	:1
Education Specialist Programs	30 :1	30 :1	:1

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

Institution/Program: San Diego State University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	38	17	646
Education Specialist Programs	33	14	462

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: San Diego State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	472	472	100%	100%	56	56	100%
Aggregate	472	472	100%	100%	56	56	100%
Professional Knowledge/Pedagogy							
RICA	294	293	100%	99%	29	29	100%
Aggregate	294	293	100%	99%	29	29	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	18	18	100%	100%	0	--	--
CSET English II	18	18	100%	100%	0	--	--
CSET English III	18	18	100%	100%	0	--	--
CSET English IV	18	18	100%	100%	0	--	--
CSET Math I	11	11	100%	99%	3	--	--
CSET Math II	11	11	100%	99%	3	--	--
CSET Math III	3	--	--	95%	1	--	--
CSET Music Subtest I	1	--	--	100%	1	--	--
CSET Music Subtest II	1	--	--	100%	1	--	--
CSET Music Subtest III	1	--	--	100%	1	--	--
CSET Sci III Bio/Life	6	--	--	99%	2	--	--
CSET Sci III Chemistry	3	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	2	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	3	--	--
CSET Science II	4	--	--	100%	3	--	--
CSET Social Sci I	24	24	100%	100%	1	--	--
CSET Social Sci II	24	24	100%	100%	1	--	--
CSET Social Sci III	24	24	100%	100%	1	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
General Science Praxis II (0433)	0	--	--	0%	1	--	--
Aggregate	69	69	100%	99%	8	--	--
Other Content Areas							
CSET MSE I	299	299	100%	100%	29	29	100%
CSET MSE II	299	299	100%	100%	29	29	100%
CSET MSE III	299	299	100%	100%	29	29	100%
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Aggregate	300	300	100%	100%	29	29	100%
Summary Totals and Pass Rate	473	472	100%	99%	56	56	100%

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

Institution/Program: San Diego State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	593	593	100%	100%	101	101	100%
Aggregate	593	593	100%	100%	101	101	100%
Professional Knowledge/Pedagogy							
RICA	388	388	100%	99%	62	62	100%
Aggregate	388	388	100%	99%	62	62	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	3	--	--
Art S* (12)	0	--	--	97%	3	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	1	--	--
Biology S* (04 + 05)	1	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	9	--	--	100%	5	--	--
CSET English II	9	--	--	100%	5	--	--
CSET English III	9	--	--	100%	5	--	--
CSET English IV	9	--	--	100%	5	--	--
CSET Math I	7	--	--	100%	0	--	--
CSET Math II	7	--	--	100%	0	--	--
CSET Math III	4	--	--	93%	0	--	--
CSET Sci III Bio/Life	17	17	100%	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Science I	23	23	100%	99%	2	--	--
CSET Science II	23	23	100%	99%	2	--	--
CSET Social Sci I	19	19	100%	100%	3	--	--
CSET Social Sci II	19	19	100%	100%	3	--	--
CSET Social Sci III	19	19	100%	100%	3	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	0	--	--
Social Science S* (03)	3	--	--	97%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	0	--	--
Aggregate	67	67	100%	99%	18	18	100%
Other Content Areas							
CSET MSE I	256	256	100%	100%	34	34	100%
CSET MSE II	256	256	100%	100%	34	34	100%
CSET MSE III	257	257	100%	100%	34	34	100%
Health Science S* (16)	0	--		100%			

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

Institution/Program: **San Diego State University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Diego Unified School District**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the San Diego Unified School District's Teaching Intern Programs is to improve student achievement by preparing and supporting aspiring teachers in a rigorous and reflective program that supports California state standards and curricular frameworks. Our Goal is to select and train the most highly qualified teacher candidates who will serve as an elite corps of teacher models and leaders in the San Diego Unified School District.

The General Education Teacher Intern Program has been authorized to prepare elementary (K-6, bilingual) teachers and secondary (english, mathematics, science and music) teachers. Candidates admitted to the program complete a two-year professional development plan in conjunction with their teaching assignment.

The Special Education Teacher Intern Program has been authorized to prepare Educational Specialist Mild/Moderate teachers. Candidates admitted to the program complete a three-year professional development plan in conjunction with their teaching assignment.

Interns work for the district under an intern credential and receive beginning teacher salary as well as full benefits. Upon successful completion of the program, elementary candidates are recommended for a Preliminary California Multiple Subjects Credential with BCLAD emphasis. Secondary candidates are recommended for a Preliminary Single Subject California Teaching Credential for English, science, mathematics, or music. Special Education candidates are recommended for a California Clear Teaching credential for Educational Specialist Mild/Moderate.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Interns enter the program as a cohort and remain together for five semesters. This cohort meets weekly throughout the two years of their internship. Upon entering the program, interns participate in a minimum of 160 hours of pre-service where they receive instruction and are given an opportunity to observe classes and deliver some lessons prior to their teaching assignment. Once in the classroom, interns are assigned a support provider to assist and coach them on a weekly basis. Support providers are full-time classroom teachers that have been released from the classroom for this specific assignment. The ratio of interns to support providers is 5:1 for first-year interns and 8:1 for second-year interns. In addition to the classroom support, interns receive support for instruction through coursework which is provided by program instructors. Weekly seminars provide additional support for interns to problem solve and address questions and concerns. The program manager and support providers work as a team with site administrators to help ensure interns have effective and successful teaching experiences.

Institution/Program: San Diego Unified School District

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

- A more rigorous intern-selection process.
- Editing and rewriting curriculum.
- Increased coordination between Intern Program and District Departments: Curriculum and Instruction {Science, Mathematics, Second Language, and Visual and Performing Arts).
- Restructuring of course sequencing.
- Increased staff development with regards to English learners.

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

Institution/Program: **San Diego Unified School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	23		23
Single Subject Candidates	20		20
Education Specialist Candidates	17		17
Totals	60		60

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23		23
Single Subject Candidates	20		20
Education Specialist Candidates	17		17
Totals	60		60

Institution/Program: **San Diego Unified School District**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **San Diego Unified School District**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	6.5	36	234
Single Subject Programs	6.5	36	234
Education Specialist Programs	6.5	36	234

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: San Diego Unified School District

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	15	15	100%
Aggregate	0	--	--	100%	15	15	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%
Academic Content Areas							
CSET Sci III Bio/Life	0	--	--	99%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	12	12	100%
CSET MSE II	0	--	--	100%	12	12	100%
CSET MSE III	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	12	12	100%
Summary Totals and Pass Rate	0	--	--	99%	15	15	100%

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

Institution/Program: San Diego Unified School District

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	18	18	100%
Aggregate	0	--	--	100%	18	18	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%
Academic Content Areas							
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	2	--	--
CSET MSE II	0	--	--	100%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	0	--	--	100%	5	--	--
Aggregate	0	--	--	100%	7	--	--
Summary Totals and Pass Rate	0	--	--	99%	18	18	100%

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

Institution/Program: **San Diego Unified School District**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Francisco State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education provides academic programs for students interested in pursing a Multiple, Single Subject, and/or Educational Specialists teaching credential, as well as those seeking advanced degrees (MA Ed, PhD's / EdD's). Candidates are provided with the knowledge and skills needed to work in urban, suburban and rural school environments and/or community based settings. The College of Education seeks to prepare reflective and innovative professionals and practitioners as leaders to ensure the educational development of diverse populations within dynamic educational contexts. Particular focus is placed on helping candidates understand how language and culture, shape our thinking, learning and action within the classroom, as well as within society.

The College of Education is committed to collaborating with local school districts, communities, and university programs to ensure that all candidates learn how to bridge the knowledge and skills gained in their undergraduate degree programs with pedagogy, research and practice. All candidates are offered courses and given opportunities to participate in symposia, workshops and brown bag discussions aimed at increasing their understanding of issues that impact the lives of children, families and communities with whom they will be teaching or serving. The College of Education faculty and staff serve on school district and community organization committees in order to gain a greater appreciation of the needs of the schools and communities that the university serves. Moreover, the College continues to work with public and private schools, and organizations to develop programs to serve the needs of its candidates and community.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

SFSU COE promotes academic and professional excellence, and equity and social justice in its curriucula and programs. Throughout the year the faculty, administration and students are encouraged to engage in research, professional associations, and activities at the local, state and national levels that reflect these ideals.

Through grants and foundations, scholarships and stipends are awarded to students and faculty so that they can pursue their academic and professional goals. Information about scholarships and other opportunities are provided through the COE's Associate Dean for Graduate Studies, Research and Development and the Teacher Preparation/Credential Services and Data Management Offices. The College recognizes students, as well as alumni during an annual luncheon, and faculty at the annual COE Faculty meeting.

In addition to offering credentials, internships, an M.A. in education, and a joint doctoral degree in Special Education for over 20 years; an M.A in Equity and Social Justice, and a doctoral degree in Educational Leadership are now offered. Along with the College of Humanities and International programs, the COE established the Confucious Institute in order to increase teacher training in Mandarin and Chinese/Asian culture; the COE manages the California Department of Education's Learning Resource Display Center # 7 (K -8 texbook adoption series); jointly sponsors the World Savvy Conference (to raise public and international awareness among youth); and offers courses and programs for diverse high school students through the Step to College Program. These services and opportunities are aimed at furthering the professional and academic

Institution/Program: **San Francisco State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The College of Education is committed to program excellence and quality control. To that end the College continues to seek out ways to enhance its curriculum and programs. Faculty and administration continue to work on developing and implementing assessment systems aimed at evaluating and improving program and curriculum quality. The College joined the Performance Assessment for California Teachers Consortium and is developing and implementing this system within its teacher credential programs. In addition to this, faculty in secondary education developed and implemented an electronic portfolio using the Teaching Performance Expectations.

The College of Education continues to survey graduates and credential students. Survey data is used by elementary, secondary and special education programs to determine what, if any, program changes are needed. Faculty in Elementary, Secondary and Educational Specialist programs continue to review and develop alternative models for supervision. They are currently working with school district personnel on ways to provide supervision for students and support to those providing supervision for teacher candidates; as well as, collaborating with school districts on internship partnerships and induction plans.

Based on data collected over the last three years by the California State University Chancellor's office Teacher Effectiveness survey, the College has gathered data on areas that need improvement and as well as those are working well for student candidates. An external evaluation of the single subject program was initiated and completed.

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

Institution/Program: **San Francisco State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	271	250	21
Single Subject Candidates	375	320	55
Education Specialist Candidates	403	303	100
Totals	1,049	873	176

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	271	250	21
Single Subject Candidates	375	320	55
Education Specialist Candidates	403	303	100
Totals	1,049	873	176

Institution/Program: **San Francisco State University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**	**2**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	14	0	
Single Subject Programs	**10**	**2**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	4	0	
Education Specialist Programs	**40**	**1**	
In Academic Positions with Rights and Responsibilities	13	1	
In Non-Academic Positions without Rights and Responsibilities	27	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	20 :1	:1
Single Subject Programs	3 :1	20 :1	:1
Education Specialist Programs	9 :1	20 :1	:1

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

Institution/Program: **San Francisco State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	22	
Single Subject Programs	20	15	
Education Specialist Programs	20	15	

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **San Francisco State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	784	782	100%	100%	153	153	100%
Aggregate	784	782	100%	100%	153	153	100%
Professional Knowledge/Pedagogy							
RICA	275	272	99%	99%	39	37	95%
Aggregate	275	272	99%	99%	39	37	95%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	40	40	100%	100%	5	--	--
CSET English II	40	40	100%	100%	5	--	--
CSET English III	40	40	100%	100%	5	--	--
CSET English IV	40	40	100%	100%	5	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Japanese Subtest I	1	--	--	100%	0	--	--
CSET Japanese Subtest II	1	--	--	100%	0	--	--
CSET Japanese Subtest III	1	--	--	100%	0	--	--
CSET Mandarin Subtest I	3	--	--	100%	0	--	--
CSET Mandarin Subtest II	3	--	--	100%	0	--	--
CSET Mandarin Subtest III	3	--	--	100%	0	--	--
CSET Math I	24	24	100%	99%	7	--	--
CSET Math II	24	24	100%	99%	7	--	--
CSET Math III	8	--	--	95%	3	--	--
CSET Music Subtest I	6	--	--	100%	1	--	--
CSET Music Subtest II	6	--	--	100%	1	--	--
CSET Music Subtest III	6	--	--	100%	1	--	--
CSET Sci III Bio/Life	9	--	--	99%	10	10	100%
CSET Sci III Chemistry	5	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	2	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	17	17	100%	100%	12	12	100%
CSET Science II	17	17	100%	100%	12	12	100%
CSET Social Sci I	34	34	100%	100%	3	--	--
CSET Social Sci II	34	34	100%	100%	3	--	--
CSET Social Sci III	34	34	100%	100%	3	--	--
CSET Spanish Subtest I	2	--	--	100%	4	--	--
CSET Spanish Subtest II	2	--	--	100%	4	--	--
CSET Spanish Subtest III	2	--	--	100%	4	--	--
French S* (11)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	134	133	99%	99%	34	34	100%
Other Content Areas							
CSET MSE I	206	206	100%	100%	67	67	100%
CSET MSE II	205	202	99%	100%	67	67	100%
CSET MSE III	204	204	100%	100%	67	67	100%

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

Institution/Program: San Francisco State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	502	502	100%	100%	7	--	--
Aggregate	502	502	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	342	341	100%	99%	6	--	--
Aggregate	342	341	100%	99%	6	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	17	17	100%	100%	0	--	--
CSET MSE II	17	17	100%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Summary Totals and Pass Rate	504	503	100%	99%	7	--	--

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

Institution/Program: **San Francisco State University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Jose State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, disposition and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community. The College is divided into eight academic departments (Child and Adolescent Development, Communicative Disorders, Counselor Education, Educational Administration and Higher Education, Elementary Education, Instructional Technology, Secondary Education and Special Education), and utilizes department chairs and program coordinators to oversee various areas of academic emphasis. The College also makes use of an Office of Credentials and Student Services, an Office of Field Placement, several internship programs, professional development schools, a diagnostic speech clinic, an accent modification clinic, and a few technology enhanced classrooms.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Strengths of the College of Education teacher preparation programs include a dynamic, continually developing faculty, an attention to partnerships and action-oriented, applied research, and an emphasis on excellence and equity in education. Faculty members spend time working and teaching in schools to provide real-world, applied approaches to teacher preparation in socially and technologically diverse school settings. The College has over a dozen partnerships that range from internship placements and a professional development school to on-site course delivery and recognition of outstanding multicultural actvities in the schools. By emphasizing excellence and equity in education, the College is committed to continuous improvement of courses, programs, and services in a socially just environment where every student has a right and opportunity to learn.

Institution/Program: **San Jose State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Here are a few changes that will improve our program excellence and effectiveness. Two very important agreements for teaching credential candidates, one a campus wide agreement on subject matter preparation and the other Community College transfer agreements. Both will ensure that students receive accurate information and are able to streamline their pathway through the programs. Improvements in the follow-up data from teaching credential graduates and their supervising employers have been achieved. Future results will be enhanced by an increase in response rate and the formation of composite data. The feedback will enable us to better evaluate our curriculum. Two potential decisions, one on electronic portfolios and the other on the establishment of a University Center for Teacher Education will improve exit evaluations and improve the recruitment of potential teachers.

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

Institution/Program: San Jose State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	633	555	78
Single Subject Candidates	294	250	44
Education Specialist Candidates	280	190	90
Totals	1,207	995	212

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	389	311	78
Single Subject Candidates	220	198	22
Education Specialist Candidates	146	109	37
Totals	755	618	137

Institution/Program: San Jose State University

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**28**	**5**	**0**
In Academic Positions with Rights and Responsibilities	28	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**26**	**9**	**0**
In Academic Positions with Rights and Responsibilities	13	2	0
In Non-Academic Positions without Rights and Responsibilities	13	7	0
Education Specialist Programs	**6**	**9**	**0**
In Academic Positions with Rights and Responsibilities	6	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	12.8 :1	0 :1
Single Subject Programs	6 :1	6 :1	0 :1
Education Specialist Programs	:1	:1	0 :1

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

Institution/Program: **San Jose State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	20	16	320
Education Specialist Programs	35	15	525

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: San Jose State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	267	267	100%	100%	95	95	100%
Aggregate	267	267	100%	100%	95	95	100%
Professional Knowledge/Pedagogy							
RICA	171	168	98%	99%	64	64	100%
Aggregate	171	168	98%	99%	64	64	100%
Academic Content Areas							
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	7	--	--	99%	3	--	--
CSET Math II	7	--	--	99%	3	--	--
CSET Math III	7	--	--	95%	3	--	--
CSET Music Subtest I	0	--	--	100%	2	--	--
CSET Music Subtest II	0	--	--	100%	2	--	--
CSET Music Subtest III	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	4	--	--	99%	4	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Physics	0	--	--	100%	1	--	--
CSET Science I	10	10	100%	100%	5	--	--
CSET Science II	10	10	100%	100%	4	--	--
CSET Social Sci I	15	15	100%	100%	0	--	--
CSET Social Sci II	15	15	100%	100%	0	--	--
CSET Social Sci III	15	15	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	38	38	100%	99%	13	13	100%
Other Content Areas							
CSET MSE I	180	180	100%	100%	62	62	100%
CSET MSE II	180	180	100%	100%	62	62	100%
CSET MSE III	180	180	100%	100%	62	62	100%
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	182	182	100%	100%	62	62	100%
Summary Totals and Pass Rate	270	267	99%	99%	95	95	100%

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

Institution/Program: San Jose State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	438	438	100%	100%	99	99	100%
Aggregate	438	438	100%	100%	99	99	100%
Professional Knowledge/Pedagogy							
RICA	288	288	100%	99%	79	79	100%
Aggregate	288	288	100%	99%	79	79	100%
Academic Content Areas							
CSET English I	4	--	--	100%	1	--	--
CSET English II	4	--	--	100%	1	--	--
CSET English III	4	--	--	100%	1	--	--
CSET English IV	4	--	--	100%	1	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	6	--	--	93%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	1	--	--
CSET Science I	10	10	100%	99%	3	--	--
CSET Science II	10	10	100%	99%	3	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	0	--	--
Social Science S* (03)	3	--	--	97%	0	--	--
Spanish S* (10)	4	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	99%	0	--	--
Aggregate	46	43	93%	99%	5	--	--
Other Content Areas							
CSET MSE I	217	217	100%	100%	46	46	100%
CSET MSE II	217	217	100%	100%	46	46	100%
CSET MSE III	217	217	100%	100%	46	46	100%
Health Science S* (16)	1	--	--	100%	5	--	--
MSAT (0140 + 0151)	31	31	100%	100%	13	13	100%
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	250	250	100%	100%			

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

Institution/Program: **San Jose State University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Santa Clara University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Clara University is a Jesuit institution that makes student learning its central focus. Student learning takes place in an environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more human and just world.

The aim of the Teacher Education Program at Santa Clara University is to prepare highly competent educators who understand issues in education and are motivated by their conscience and compassion to make sure that all individuals—regardless of culture, ethnicity, socioeconomic status, gender, or ability—receive a quality education that provides the foundation for a satisfying and productive life. The department plays an important role in advancing the mission of the University and takes seriously the Jesuit commitment to excellence, a reality base, and critical reflection leading to action and social justice.

The Department of Education prepares individuals for careers in both public and private education. The department offers teacher credential programs for single-subject and multiple-subject teaching under the 2042 teacher program standards, mild/moderate specialists, early childhood special educators, reading language arts specialists and administrative services.

The department seeks to attract students that represent a wide range of ethnic and social diversity. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students can grow in knowledge, imaginations, compassion, competence, social responsibility and self-esteem.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Integration of theory and practice, with a heavy emphasis on field applications, contributes to program excellence and effectiveness. Students have field experience assignments during each phase of their preparation. Students in the regular Pre-service program are assigned to a school for the entire program. This allows for an immediate application of the concepts presented in classes and the issues brought back from the classroom enrich on-campus discussion. Intern students have responsibility for a classroom and are, therefore, eager to learn those concepts and principles that will enhance their success. They are able to obtain this information through constant interaction with university and district supervisors and in regular classroom session that focus on the challenges of teaching in the contemporary world.

All students take courses focusing on cross-cultural communication, social and philosophical dimensions of working with diverse populations, teaching linguistically diverse students, and first and second language acquisition. In addition, students are involved in a service learning project which requires implementation of a literacy project at sites such as community centers and juvenile facilities. The goal of this assignment is to provide an experience working with under-served populations. It has the additional benefit of helping students understand that everyone can learn. The major emphasis throughout these courses is on professional inquiry and on the development of reflective teachers.

Institution/Program: **Santa Clara University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Department of Education continues to attract more educators from local Dioceses who wish to become fully credentialed teachers and are taking part in our three (3) and six (6) year private school program option.

The Department of Education also hired a new Executive Director and several new professors.

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

Institution/Program: **Santa Clara University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	28	24	4
Single Subject Candidates	25	15	10
Education Specialist Candidates	25	24	1
Totals	78	63	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	24	4
Single Subject Candidates	25	15	10
Education Specialist Candidates	25	24	1
Totals	78	63	15

Institution/Program: Santa Clara University

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	10 :1	0 :1
Single Subject Programs	2 :1	10 :1	0 :1
Education Specialist Programs	10 :1	11 :1	0 :1

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

Institution/Program: **Santa Clara University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28	36	600
Single Subject Programs	28	36	600
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Santa Clara University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	49	49	100%	100%	10	10	100%
Aggregate	49	49	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	25	25	100%	99%	3	--	--
Aggregate	25	25	100%	99%	3	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	2	--	--
CSET English II	4	--	--	100%	2	--	--
CSET English III	4	--	--	100%	2	--	--
CSET English IV	4	--	--	100%	2	--	--
CSET Mandarin Subtest I	2	--	--	100%	0	--	--
CSET Mandarin Subtest II	2	--	--	100%	0	--	--
CSET Mandarin Subtest III	2	--	--	100%	0	--	--
CSET Math I	3	--	--	99%	2	--	--
CSET Math II	3	--	--	99%	2	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Sci III Bio/Life	2	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	2	--	--
CSET Spanish Subtest II	1	--	--	100%	2	--	--
CSET Spanish Subtest III	1	--	--	100%	2	--	--
Aggregate	19	19	100%	99%	7	--	--
Other Content Areas							
CSET MSE I	25	25	100%	100%	3	--	--
CSET MSE II	25	25	100%	100%	3	--	--
CSET MSE III	25	25	100%	100%	3	--	--
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Aggregate	26	26	100%	100%	3	--	--
Summary Totals and Pass Rate	49	49	100%	99%	10	9	90%

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

Institution/Program: Santa Clara University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	62	62	100%	100%	22	22	100%
Aggregate	62	62	100%	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	43	43	100%	99%	13	13	100%
Aggregate	43	43	100%	99%	13	13	100%
Academic Content Areas							
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
CSET Math III	0	--	--	93%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	3	--	--	99%	1	--	--
CSET Science II	3	--	--	99%	1	--	--
CSET Social Sci I	5	--	--	100%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Aggregate	14	14	100%	99%	5	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	42	42	100%	100%	8	--	--
CSET MSE II	42	42	100%	100%	8	--	--
CSET MSE III	42	42	100%	100%	8	--	--
Health Science S* (16)	0	--	--	100%	2	--	--
Industrial + Tech Ed. S* (18)	0	--	--	93%	2	--	--
MSAT (0140 + 0151)	0	--	--	100%	2	--	--
Aggregate	42	42	100%	100%	15	15	100%
Summary Totals and Pass Rate	62	62	100%	99%	22	22	100%

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

Institution/Program: **Santa Clara University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Simpson University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Mission and Context: Simpson University is California's northernmost four-year, comprehensive Christian liberal arts university, located in Redding, California. Founded in 1921, Simpson University is WASC accredited offering bachelor and master degrees, and teaching and administrative services credentials. The School of Education believes its educational programs equip men and women to teach in elementary and secondary education in the United States and globally. ¶The multiple and single subject credentialing programs and master's degrees are designed to serve professional needs of individuals who seek advanced academic preparation; prepare students for subsequent doctoral programs; provide credential preparation for multiple and single subject teaching in public, private, and international schools; produce individuals who can articulate a Christian worldview; and respond to the educational needs of the north state by preparing qualified educators. ¶Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within three semesters. Candidates may complete a Master of Arts in Education in concert with the preliminary credential with 21 additional units. Candidates may begin in fall, spring and summer semesters. Simpson University also administers a $1.26M federal grant to provide advanced instructional strategies for teachers to support English language learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Program Qualities

It is personal, it is character education, and rich field experience. Quality professors, small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by full-time professors and exemplary practicing educator adjuncts. Simpson University credential graduates are well received by area administrators. Candidates are deeply prepared in curriculum, content standards, classroom management, pedagogy, and use of technology. Woven throughout is character education.

Another strong feature of the teacher credentialing program is the weekly visit by the student teaching supervisor during the full-time semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice. Multiple Subjects candidates may complete part of their student teaching in overseas international schools or Department of Defense Schools.

Master teachers participate in a cognitive coaching course to develop mentoring skills for guiding their student teachers.

Candidates are served by a full-time credential analyst who guides them through their credentialing process.

The education faculty, adjunct faculty, supervisors and staff work as a team to closely support developing new

Institution/Program: **Simpson University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Simpson University School of Education has added test preparation for the new writing module for the CSET test. Through the CSET Test Preparation Center candidates may complete the online modules of study in each subject area.

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

Institution/Program: **Simpson University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	25	25	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	34	34	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	25	25	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	34	34	0

Institution/Program: **Simpson University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**23**	**0**	**0**
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Single Subject Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Simpson University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	17	680
Single Subject Programs	40	17	680
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **Simpson University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	26	26	100%	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	18	18	100%	99%	0	--	--
Aggregate	18	18	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	18	18	100%	100%	0	--	--
CSET MSE II	18	18	100%	100%	0	--	--
CSET MSE III	18	18	100%	100%	0	--	--
Aggregate	18	18	100%	100%	0	--	--
Summary Totals and Pass Rate	26	26	100%	99%	0	--	--

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

Institution/Program: Simpson University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	103	103	100%	100%	0	--	--
Aggregate	103	103	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	75	75	100%	99%	0	--	--
Aggregate	75	75	100%	99%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	5	--	--	99%	0	--	--
CSET Science II	5	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	69	69	100%	100%	0	--	--
CSET MSE II	69	69	100%	100%	0	--	--
CSET MSE III	69	69	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	75	75	100%	100%	0	--	--
Summary Totals and Pass Rate	103	103	100%	99%	0	--	--

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

Institution/Program: **Simpson University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Sonoma State University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Sonoma State University (SSU), located in northern California, is committed to excellence in the professional preparation of educators in a public liberal arts setting. SSU has an enrollment of 8900 students including 789 credential and graduate students in the School of Education. The liberal arts provide a foundation for the preparation of future educators who are well grounded in their disciplinary content and pedagogical knowledge, and who continuously use inquiry and reflection to improve their practice. There were 19.5 full-time faculty in the School of Education during the period indicated. There was also an Educator-in-Residence for the year.

SSU recommended 691 students for credentials of all types. Our graduates hold positions in rural, urban, and suburban school districts in six counties in Northern California. In all of our Credential Programs candidates receive special preparation in teaching English language learners and students from diverse cultural backgrounds. SSU offers advanced credentials in Administrative Services and Pupil Personnel Services, and resource specialist credentials in Reading, Special Education, and Adapted Physical Education. The Master's Degree includes: Curriculum, Teaching, and Learning; Early Childhood Education; Educational Leadership; Reading; and Special Education. SSU offers integrated/blended subject matter/credential programs that allow a student to complete courses and field experiences in General Education, their major, and a basic teaching credential in four years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The majority of Preliminary Level I Education Specialist Credential candidates are Interns, working as special education teachers on Intern Credentials. They are grouped into cohorts which proceed through the program together with an Intern Seminar Faculty Leader. The cohorts make extensive use of technologies to enrich their face to face meetings and seminars.

The Multiple Subjects Credential Program includes rigorous academic coursework, a partnership model for student teaching, and an integrated assessment system that is based in a digital portfolio process. At the Collaborations for the Renewal of Education (CORE) sites, a university professor works on site one day a week as part of the learning community of beginning credential candidates, student teachers, classroom teachers, administrators, and K-6 pupils.

The Single Subject Credential Program ensures candidates can critically apply their course-based learning in middle and high school classrooms. Before Single Subject candidates can advance to student teaching, they must present their portfolios to a team of university faculty and middle school and high school educators.

Multiple Assessments. Each credential program has a carefully articulated curriculum and multiple assessments, aligned with the California Standards for the Teaching Profession and NCATE standards.

Institution/Program: **Sonoma State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

1. Credential and graduate programs offered in the School of Education continue to document candidate performance quality in relation to program standards and outcomes; we use performance data as well as data from the CSU Survey of Graduates and Employers to inform their continual program improvement activities. We are fully implementing the state approved Performance Assessment for California Teachers (PACT) model of teacher performance assessments in our credential programs.

2. The joint doctoral program, Ed.D. in Education Leadership, has approximately 60 students enrolled in three cohorts.

3. Faculty from all programs in the School continue to expand and deepen their involvement with initiatives in area school districts to support P-12 student learning and achievement. Among these is a county-wide initiative to better support ELL in our schools.

4. The School of Education and the School of Science and Technology continue to collaborate on initiatives to increase the number of science and mathematics teachers.

5. School of Education faculty continues to lead a state-wide, federally funded, initiative to ensure that university faculty are prepared to support the highest quality learning opportunities of all college students, including those with disabilities. This initiative is receiving both state and national recognition.

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

Institution/Program: **Sonoma State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	206	199	7
Single Subject Candidates	203	166	37
Education Specialist Candidates	254	197	57
Totals	663	562	101

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	117	110	7
Single Subject Candidates	95	67	28
Education Specialist Candidates	37	12	25
Totals	249	189	60

Institution/Program: Sonoma State University

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**24**	**10**	**0**
In Academic Positions with Rights and Responsibilities	8	1	0
In Non-Academic Positions without Rights and Responsibilities	16	9	0
Single Subject Programs	**20**	**15**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	16	14	0
Education Specialist Programs	**7**	**5**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	5	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	48 :1	0 :1
Single Subject Programs	24 :1	48 :1	0 :1
Education Specialist Programs	20 :1	48 :1	0 :1

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

Institution/Program: **Sonoma State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	25	15	375
Education Specialist Programs	30	12	360

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Sonoma State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	189	189	100%	100%	60	60	100%
Aggregate	189	189	100%	100%	60	60	100%
Professional Knowledge/Pedagogy							
RICA	121	120	99%	99%	31	30	97%
Aggregate	121	120	99%	99%	31	30	97%
Academic Content Areas							
CSET English I	7	--	--	100%	7	--	--
CSET English II	7	--	--	100%	7	--	--
CSET English III	7	--	--	100%	7	--	--
CSET English IV	7	--	--	100%	7	--	--
CSET Math I	7	--	--	99%	3	--	--
CSET Math II	7	--	--	99%	3	--	--
CSET Math III	5	--	--	95%	1	--	--
CSET Sci III Bio/Life	2	--	--	99%	4	--	--
CSET Sci III Earth/Planetary	4	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Physics	0	--	--	100%	1	--	--
CSET Science I	6	--	--	100%	4	--	--
CSET Science II	6	--	--	100%	4	--	--
CSET Social Sci I	16	16	100%	100%	0	--	--
CSET Social Sci II	16	16	100%	100%	0	--	--
CSET Social Sci III	16	16	100%	100%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	2	--	--
CSET Spanish Subtest II	2	--	--	100%	2	--	--
CSET Spanish Subtest III	2	--	--	100%	2	--	--
Aggregate	38	38	100%	99%	17	17	100%
Other Content Areas							
CSET Health Subtest I	0	--	--	100%	2	--	--
CSET Health Subtest II	0	--	--	100%	2	--	--
CSET Health Subtest III	0	--	--	100%	2	--	--
CSET MSE I	119	119	100%	100%	24	24	100%
CSET MSE II	119	119	100%	100%	24	24	100%
CSET MSE III	119	119	100%	100%	24	24	100%
CSET Physical Education Subtest I	0	--	--	99%	3	--	--
CSET Physical Education Subtest II	0	--	--	99%	3	--	--
CSET Physical Education Subtest III	0	--	--	99%	3	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
Aggregate	120	120	100%	100%	30	30	100%
Summary Totals and Pass Rate	189	188	99%	99%	60	59	98%

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

Institution/Program: Sonoma State University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	225	225	100%	100%	24	24	100%
Aggregate	225	225	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	147	147	100%	99%	16	16	100%
Aggregate	147	147	100%	99%	16	16	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	3	--	--	93%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	0	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	12	12	100%	99%	1	--	--
CSET Science II	12	12	100%	99%	1	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	93%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	99%	1	--	--
Aggregate	34	34	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	113	113	100%	100%	4	--	--
CSET MSE II	113	113	100%	100%	4	--	--
CSET MSE III	113	113	100%	100%	4	--	--
CSET Physical Education Subtest I	0	--	--	97%	1	--	--
CSET Physical Education Subtest II	0	--	--	97%	1	--	--
CSET Physical Education Subtest III	0	--	--	97%	1	--	--
Health Science S* (16)	14	14	100%	100%	8	--	--
MSAT (0140 + 0151)	3	--	--	100%	1	--	--
Aggregate	130	130	100%	100%	14	14	100%
Summary Totals and Pass Rate	225	225	100%	99%	24	24	100%

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

Institution/Program: **Sonoma State University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Stanford University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Stanford Teacher Education Program (STEP) of the Stanford University School of Education (SUSE) aims to cultivate teacher leaders who share a set of core values that includes a commitment to social justice, an understanding of the strengths and needs of a diverse student population, and a dedication to equity and excellence for all students. STEP's approach to teaching and learning is sensitive to the family, community, and political contexts of education; focused on the needs and development of diverse learners; and grounded in the study of subject matter that enables inquiry, critical thinking, problem solving, and high academic achievement.

STEP seeks to prepare and support teacher leaders working with diverse learners to achieve high intellectual, academic, and social standards by creating equitable and successful schools and classrooms. Desired outcomes for graduates include an understanding of teaching as intellectual work and as a caring profession; a depth of content knowledge and a repertoire of powerful pedagogical practices; and a view of teaching and of the role of education in society informed by appreciation of the socio-cultural contexts of education. The program is organized to foster an understanding of and commitment to inquiry and reflection, collaboration, a blending of theory and practice, and the effective use of technology as a teaching and learning tool.

STEP's graduates will meet both the practical and intellectual challenges of the teaching profession as they serve the needs of the diverse population of today's students and revitalize the profession and the field.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

STEP is a 12-month course of postbaccalaureate study for prospective teachers. The program combines a year of student teaching with 45 credits of coursework leading to an MA in Education and a Preliminary Single Subject Teaching Credential (Secondary) or a Preliminary Multiple Subject Teacher Credential (Elementary). Through the BCLAD option STEP elementary also prepares teachers to teach bilingually in linguistically diverse classrooms. STEP's small size (between 75 - 90 students), access to top faculty and cooperating teachers, and coherent design offer highly focused instruction interwoven with hands-on teaching experience, sustained mentoring, and personalized advisement. STEP's design takes into account the integration of the many areas of knowledge that underlie effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in specific clinical contexts. Teacher candidates are placed in clinical placements in the classrooms of cooperating teachers in local schools year-long. University supervisors are experienced teachers of the subject matters and grade levels in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP teacher candidates. Stanford faculty members and practicing teachers co-teach selected courses of the university-based curriculum, which is designed and sequenced to articulate with the clinical experience. This program of study is designed to help teacher candidates gradually develop the many areas of knowledge that constitute the basis of professional teaching practices, and engage in various modes of inquiry and constant reflection.

Institution/Program: **Stanford University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Stanford University has started an elementary teacher preparation program offered to Stanford undergraduates. The first graduating class completed the program in June 2006. In the following year, starting in Summer 2007, the elementary program enrolled teacher candidates who were Stanford undergraduates as well as external applicants.

In May 2008, STEP received national and state of California accreditation through NCATE and CCTC respectively.

Recently, Stanford University was selected by the Woodrow Wilson Foundation as one of four universities nation-wide for the Leonore Annenberg Teaching Fellowships. Starting summer 2008, STEP will award 25 Leonore Annenberg Teaching Fellowships over a three-year period to teacher candidates in the program.

Stanford University continues to be one of eleven institutions of higher education selected to participate in the Teachers for a New Era initiative supported by the Carnegie Corporation. Under the auspices of this initiative, the School of Education is developing strategies to engage faculty from the Humanities and Sciences and from other professional programs in the work of the Teacher Education Program.

STEP continues to be a member of the PACT (Performance Assessment for California Teachers) consortium - a coalition of teacher education programs working on developing, piloting, and evaluating valid and reliable performance assessments for beginning teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
suse-step.stanford.edu

Institution/Program: **Stanford University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	
Single Subject Candidates	64	64	
Education Specialist Candidates	0	0	
Totals	75	75	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	11	
Single Subject Candidates	64	64	
Education Specialist Candidates	0	0	
Totals	75	75	

Institution/Program: Stanford University

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**4**		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**21**		
In Academic Positions with Rights and Responsibilities	21		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Stanford University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	3	2.5	
Single Subject Programs	3	2.5	
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Stanford University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	75	75	100%	100%	0	--	--
Aggregate	75	75	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Academic Content Areas							
CSET English I	15	15	100%	100%	0	--	--
CSET English II	15	15	100%	100%	0	--	--
CSET English III	15	15	100%	100%	0	--	--
CSET English IV	15	15	100%	100%	0	--	--
CSET Math I	13	13	100%	99%	0	--	--
CSET Math II	13	13	100%	99%	0	--	--
CSET Math III	13	13	100%	95%	0	--	--
CSET Sci III Bio/Life	6	--	--	99%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	10	10	100%	100%	0	--	--
CSET Science II	10	10	100%	100%	0	--	--
CSET Social Sci I	17	17	100%	100%	0	--	--
CSET Social Sci II	17	17	100%	100%	0	--	--
CSET Social Sci III	17	17	100%	100%	0	--	--
CSET Spanish Subtest I	5	--	--	100%	0	--	--
CSET Spanish Subtest II	5	--	--	100%	0	--	--
CSET Spanish Subtest III	5	--	--	100%	0	--	--
Aggregate	60	60	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	11	11	100%	100%	0	--	--
CSET MSE II	11	11	100%	100%	0	--	--
CSET MSE III	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Summary Totals and Pass Rate	75	75	100%	99%	0	--	--

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

Institution/Program: Stanford University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	69	69	100%	100%	0	--	--
Aggregate	69	69	100%	100%	0	--	--
Academic Content Areas							
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	13	13	100%	100%	0	--	--
CSET Math II	13	13	100%	100%	0	--	--
CSET Math III	13	13	100%	93%	0	--	--
CSET Sci III Bio/Life	6	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	9	--	--	99%	0	--	--
CSET Science II	9	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	99%	0	--	--
Aggregate	55	54	98%	99%	0	--	--
Summary Totals and Pass Rate	69	68	99%	99%	0	--	--

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

Institution/Program: **Stanford University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Stanislaus County Office of Education**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whereas there is a critical shortage of special education teachers in this area;
Whereas districts are desirous of replacing emergency permits with intern certificates for their teachers;
Whereas teachers seek programs that are specifically designed for those who are earning a credential while teaching;
Whereas students whose IEP's assign them to special education classrooms deserve teachers who are knowledgeable, prepared, and caring; and
Whereas there is no district intern program for Mild/Moderate and Moderate/Severe Special Education teachers currently available in Stanislaus County to meet the critical shortage;

The Stanislaus County Office of Education has written for, been approved to provide, and operates a Special Education Mild/Moderate and Moderate/Severe District Intern Program that:

- provides support for interns who are teaching and earning a credential simultaneously
- sequences courses to meet the most critical needs of teachers and students in a timely way
- provides a comprehensive education as specified by the CCTC program standards
- ensures that candidates who successfully complete the program will be recommended for an Education Specialist credential that has prepared them for a resource or special day K-12 classroom assignment in California.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Stanislaus County Office (SCOE) Special Education District Intern Program has a spiraled set of courses, such that critical issues are addressed at the front end of the program and readdressed, in greater depth, later in the program. Additionally, due to the large numbers of English learners in this area, issues pertinent to second language learners are threaded throughout the sequence of courses. The courses may be one unit (15 class hours), two units (thirty class hours), or three units (forty-five class hours) to allow for this flexibility.

The SCOE program has assembled an impressive and diverse faculty, each member with deep experience with special education programs or, for the content specific courses, real expertise in specific curricular areas. This faculty includes practicum supervisors who have experience working in the field of special education, and frequently with observing and providing feedback to special education teachers new to the profession.

The SCOE program has provided a schedule that allows teachers to arrive comfortably after the school day and leave early enough to enjoy their families and prepare for the next teaching day. Interns attend classes two evenings a week, typically, with an evening in between to ensure adequate time to complete homework assignments and be prepared for their teaching responsibilities.

Two talented special educators manage the SCOE program; and both conduct informative, one-on-one intake sessions with potential candidates; teach within the program; and work with the faculty. Therefore, both know

Institution/Program: **Stanislaus County Office of Education**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Stanislaus County Office of Education initiated the practice of using Start Up coaches to ensure that interns had support and assistance early on in their internship. Start Up coaches provided assistance for interns who were enrolled in the programs for fall 2008. Both program coordinators served as Start Up coaches. Newly hired interns recieved a total of four visitations from the Start Up coaches prior to the employing district assigning a "district" Peer Coach. Start Up coaches assisted interns with classroom set up which included establishment of rules/consequences, procedures and routines. Start Up coaches also provided emotional support, facilitated assignment of "district" Peer Coaches and suggested methods of organization.

As the program matures, there is constant review and enhancement of course syllabi, program policies and procedures, intern demonstration of competencies, addition of new faculty and site support. The program is responsive to intern candidate needs by considering feedback from candidates who have completed the program. All program enhancements or changes are conducted carefully to ensure adherence to the CCTC program standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.stancoe.org/SCOE/iss/learningTeach/welcome.html

Institution/Program: **Stanislaus County Office of Education**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	50		50
Totals	50		50

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	50		50
Totals	50		50

Institution/Program: **Stanislaus County Office of Education**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **Stanislaus County Office of Education**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	3

Institution/Program: **Stanislaus County Office of Education**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	0	--	--	100%	9	--	--
Aggregate	0	--	--	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	8	--	--
Aggregate	0	--	--	99%	8	--	--
Other Content Areas							
CSET Health Subtest I	0	--	--	100%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	0	--	--	100%	5	--	--
CSET MSE II	0	--	--	100%	5	--	--
CSET MSE III	0	--	--	100%	5	--	--
Health Science S* (16)	0	--	--	100%	2	--	--
Aggregate	0	--	--	100%	8	--	--
Summary Totals and Pass Rate	0	--	--	99%	9	--	--

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

Institution/Program: Stanislaus County Office of Education

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--		0	--	--
Aggregate	0	--	--		0	--	--
Summary Totals and Pass Rate	0	--	--		0	--	--

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

Institution/Program: **Stanislaus County Office of Education**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **The Master's College and Seminary**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master's College provides approved professional preparation programs for candidates desiring to teach in elementary or secondary schools. The mission of The Master's College is to "empower students for a life of enduring commitment to Christ, biblical fidelity, moral integrity, intellectual growth and lasting contribution to the Kingdom of God." The Teacher Preparation Program, within these guidelines, purposes to provide (1) a program founded on a biblical perspective and scriptural principles, (2) preparation oriented to the needs of elementary and secondary pupils, (3) periodic review of the program in light of changing (a) needs of credential candidates, (b) research on schools and learning, (c) demands of the education profession and (d) needs of the local school community. The goal of the Education Department is to prepare teachers who will be successful and effective in California's public or private school environments. Candidates are carefully selected and provided with an academically strong, nurturing atmosphere to foster development of their unique abilities as they move toward their professional goal. The Master's College has cultivated positive relationships with 5 local school districts serving students from diverse backgrounds for many years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Full-time faculty teaching professional courses have public school classroom experience. They also supervise student teachers weekly. Adjunct professors are currently teaching in public schools.

Faculty members advise candidates each semester regarding course registration. Candidates keep the same advisor through graduation and credentialing. Meetings are held each semester to alert candidates to requirements.

The college provides a number of opportunities to serve in the inner city of Los Angeles as well as in countries around the world. Candidates may study for a semester in Israel. This gives them first-hand experience with diverse backgrounds.

Courses are designed to require candidates to apply what they are learning to assignments that are similar to the tasks they will have as teachers. Candidates have fieldwork with every professional class, and are required to plan and teach units in a classroom.

Master teachers are carefully selected with the particular candidate in mind. College supervisors meet personally with teachers to orient them to college requirements. During student teaching, candidates are visited weekly by the college supervisor.

The administration and other departments in the college are supportive of the goals of the department and create and adapt courses as necessary. There is a strong commitment to incorporating technology into courses college-wide. This has included equipping classrooms with computer ports and PowerPoint projectors and supplying computers to all faculty.

Institution/Program: **The Master's College and Seminary**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The Education Department is always examining the programs and procedures that have been set in place. One of those is the data collection and reporting of the primary assessment piece called the Teacher Performance Assessment (TPA). During the pilot phase of the TPA, the lead assessor developed reporting procedures that gave feedback to the faculty, in terms of rate of completion and over-all scores, as well as the rate of success in achieving mastery of the Teacher Performance Expectancies (TPEs) for the students. The next step in development of the data system was to give formative feedback to the students, which noted the score on the TPA and the individual TPEs that were assessed. These reporting measures were very helpful for the faculty and the students and gave direction to the program as a whole. As of July 1, 2008 the state of California began its implementation phase of the TPA.

During the past year, the academic dean of the college asked for data that would document the department's Student Learning Ourcomes (SLOs) and accompanying assessments so that he could review the program and develop documentation for things such as WASC accreditation. To begin to implement this data development and transfer, the lead assessor, the faculty, and the dean and his staff began the process of taking all of the information from the department level to the college-wide level. The data was uploaded on to the Access Information Management System (AIMS), which now gives the college the ability to generate necessary reports which improves program excellence.

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

Institution/Program: **The Master's College and Seminary**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20	20	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	27	27	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	21	21	0

Institution/Program: **The Master's College and Seminary**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **The Master's College and Seminary**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: **The Master's College and Seminary**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	14	14	100%	100%	0	--	--
CSET MSE II	14	14	100%	100%	0	--	--
CSET MSE III	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Summary Totals and Pass Rate	21	21	100%	99%	0	--	--

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

Institution/Program: The Master's College and Seminary

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	97%	0	--	--
CSET Physical Education Subtest II	2	--	--	97%	0	--	--
CSET Physical Education Subtest III	2	--	--	97%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Summary Totals and Pass Rate	22	21	95%	99%	0	--	--

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

Institution/Program: **The Master's College and Seminary**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Touro University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The institutional values of Touro University - California are expressed in its vision statement: " Educating Caring Professionals To Serve, To Lead, To Teach". Consistent with that vision, the College of Education seeks to fulfill its mission of "promoting social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging and diverse student population". Touro University - California provides graduate level programs in health care and education in concert with the Judiac commitment to social justice, intellectural pursuit, and service to the community.

The College of Education offers teacher preparation programs leading to single subject, multiple subject, and education specialist/special education teaching credentials and the Master of Arts degree in Education. Touro University - California seeks to identify and attract candidates who are committed to teaching students who are historically underserved. The College of Education offers a preparation program that provides a supportive learning environment coupled with early and intensive field experiences that prepare candidates for the challenges and rewards of teaching in California's diverse schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Teacher preparation programs offered through the College of Education promote a constructivist approach to learning and are designed so that candidates experience the type of teaching they are expected to practice and display. One feature of the programs is that traditional coursework and field experiences are fully integrated into comprehensive instructional blocks. These instructional blocks are based on multi-dimensional ideas essential to successful teaching underscoring the idea that learning is dynamic and active rather than simply incremental. Each instructional block has an associated component of practicum field experience to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations. Seminars within each instructional block provide a structure for candidates to process and reflect on those experiences, to make sense of new ideas in a supportive environment under the guidance of faculty. It is through this construction of personal meaning that candidates learn to understand and develop their craft of teaching.

To enhance the learning experience, candidates are grouped in cohorts, progressing through the program together. The cohort provides an ongoing learning community for candidates, offering a peer group for professional reflection as well as a source of strength and support during the challenges and successes that occur during the program. Ideally, relationships formed in the cohort will extend beyond the preparation program and develop into an ongoing collegial professional network. Each cohort is assigned a Faculty Cohort Leader who provides a personal faculty connection for each student in the College of Education.

Institution/Program: **Touro University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The College of Education has continued to expand to meet the needs of the local community. A proposal has been submitted to California Commission on Teacher Credentialing for approval of an Administrative Services Tier II credentialing program. Once approved, Touro will begin admitting cohort groups for the Fall 2009.

In addition our Special Education program has instituted a Masters of Arts in Education with an emphasis in Autism Spectrum Disorders. This program can be done concurrently with an Education Specialist Level II Credential or as a masters' program only. The first cohort began in the Spring 2009.

This year Touro has also expanded its Masters of Arts in Education with an emphasis in Educational Technology to include three new school district cohorts. There are now cohort groups with the Benicia Unified School District, Vallejo City Unified School District and Vacaville Unified School District which started in Spring 2009. The Fairfield Suisun Unified School District began its second cohort of students in the Spring 2009 also.

In order to more fully emphasize the cohort model of our credential program plans have been made to switch from our current block curriculum model to a Semester system beginning with the 2009/2010 academic year/Summer 2009.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.tu.edu (then click on Education-California)

Institution/Program: **Touro University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	19	7	12
Single Subject Candidates	11	3	8
Education Specialist Candidates	12	0	12
Totals	42	10	32

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	7	12
Single Subject Candidates	11	3	8
Education Specialist Candidates	12	0	12
Totals	42	10	32

Institution/Program: **Touro University**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	9 :1	N/A :1
Single Subject Programs	3 :1	6 :1	N/A :1
Education Specialist Programs	0 :1	9 :1	N/A :1

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

Institution/Program: **Touro University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: Touro University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	19	19	100%	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	9	--	--	99%	0	--	--
Aggregate	9	--	--	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	8	--	--	100%	0	--	--
CSET MSE II	8	--	--	100%	0	--	--
CSET MSE III	8	--	--	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	99%	0	--	--
CSET Physical Education Subtest II	2	--	--	99%	0	--	--
CSET Physical Education Subtest III	2	--	--	99%	0	--	--
Aggregate	11	10	91%	100%	0	--	--
Summary Totals and Pass Rate	19	18	95%	99%	0	--	--

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

Institution/Program: Touro University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	4	--	--	100%	1	--	--
Aggregate	4	--	--	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	2	--	--	100%	0	--	--
Summary Totals and Pass Rate	4	--	--	99%	1	--	--

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

Institution/Program: **Touro University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Berkeley**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of California's mission to combine theory, research and practice distinguishes UC Berkeley's programs in education. The Graduate School of Education has a dual mission:

-To engage in research and development of the highest quality, and to be at the forefront of educational inquiry and innovation; and

-To use the knowledge gained in research to provide outstanding leadership, training, and service for the field of education, in order to enhance opportunities for diverse communities of learners.

Teacher preparation programs in the Graduate School of Education emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models. The preparation of teachers to meet the needs of the diverse student population of California schools is a high priority.

Teacher preparation programs are:

-Based on a clear theoretical and research base including the role and importance of language, the importance of development, and cultural differences in learning;

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

UC Berkeley teacher preparation programs offer:

-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Program faculty are specialists in their fields; having extensive experience as practitioners in the subjects they teach and supervise.

-The opportunity to complete professional training in diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing students to encounter a broad range of district policies, curricula, and socio-economic settings.

-The opportunity to benefit from faculty research related to practice; programs are designed to help teacher education candidates translate current research findings into professional practice.

-Innovative and model professional preparation programs, including a strong and integrated technology component. Also, all programs combine the credential with a Master of Arts degree.

-Strong grounding in academic disciplines. Programs emphasize the concepts, methodology, and current findings of the various disciplines fundamental to specific credential programs.

Institution/Program: **UC Berkeley**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

UC Berkeley's School of Education continued its involvement in the California College Preparatory Academy, a public charter school co-designed by UC Berkeley faculty and opened in 2005. Enrollment grew this year and the school now offers grades 6-10. Our science and math credential program continues to use the Cal Prep site for part of their required student-teacher placements.

Berkeley continues its work in the Performance Assessment of California Teachers consortium. PACT has been fully implemented in our three teacher preparation programs and is being used as one of our "high stakes" assessments of classroom teaching skills for Berkeley's teacher education graduates.

The School continued working on the Arts Education Initiative, partnering with IHEs and community art organizations to infuse the arts in teacher education and educational leadership preparation.

The School also continued working with the math, science, and engineering departments at UC Berkeley on Cal Teach - a program designed to prepare and support students interested in becoming K-12 math and science teachers. As part of Cal Teach, the School is developing a new course for teaching math and science.

An outgrowth of the work of our administrative services credential program (PLI), is the development of the Center for Urban School Leadership. The Center prepares supports, and sustains equity-minded and evidence-driven leaders in Bay Area urban schools. The Center is undertaking a strategic planning process

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

Institution/Program: **UC Berkeley**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	43	
Single Subject Candidates	60	60	
Education Specialist Candidates	0	0	
Totals	103	103	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	43	
Single Subject Candidates	42	42	
Education Specialist Candidates	0	0	
Totals	85	85	

Institution/Program: **UC Berkeley**

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	:1	:1
Single Subject Programs	13 :1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **UC Berkeley**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	11.3	56	632.8
Single Subject Programs	16.4	32	525
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC Berkeley

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	47	47	100%	100%	0	--	--
Aggregate	47	47	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	99%	0	--	--
Aggregate	19	19	100%	99%	0	--	--
Academic Content Areas							
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	5	--	--	99%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	5	--	--	95%	0	--	--
CSET Sci III Bio/Life	4	--	--	99%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
Aggregate	25	25	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	19	19	100%	100%	0	--	--
CSET MSE II	19	19	100%	100%	0	--	--
CSET MSE III	19	19	100%	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Summary Totals and Pass Rate	47	47	100%	99%	0	--	--

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

Institution/Program: UC Berkeley

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	53	53	100%	100%	6	--	--
Aggregate	53	53	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	99%	6	--	--
Aggregate	22	22	100%	99%	6	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	94%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Aggregate	27	27	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	2	--	--
CSET MSE II	4	--	--	100%	2	--	--
CSET MSE III	4	--	--	100%	2	--	--
MSAT (0140 + 0151)	14	14	100%	100%	3	--	--
Aggregate	18	18	100%	100%	5	--	--
Summary Totals and Pass Rate	53	53	100%	99%	6	--	--

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

Institution/Program: **UC Berkeley**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Davis**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We target inquiry about the role of teaching on student learning as the main vehicle to promote equity. We offer a 5 quarter credential/MA program leading to the elementary credential or secondary credential in agriculture, English, foreign language Spanish, mathematics, science, and social science. UC Davis continues to offer qualified candidates the option of enrolling in the BCLAD emphasis.

Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. Coursework includes methods of teaching a second language and developing academic literacy in all discipline areas. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, hosting student teachers; and participating in the screening and assessment of program applicants. We have been successful in maintaining a program commitment to creating and serving a diverse community of student teachers, with ethnic minority students representing at least thirty-five percent of our program enrollment.

Key to the success of our graduates is our program's focus on advocacy for equity in learning opportunities, the creation of small learning communities within each credential program, explicit instruction on discipline knowledge and the tools of inquiry essential to design and monitor instruction.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The design, implementation, and assessment of the UC Davis credential program is guided by its mission to prepare teacher-leaders who can assume four key roles in ethnically and linguistically diverse school communities. These roles are: 1) collaborative professionals who work with students, colleagues, and parents to forge effective teaching practice; 2) advocates for educational equity who champion high learning expectations for all students; 3) investigative teachers who employ classroom inquiry to improve teaching practice and create effective classroom communities; and 4) reflective practitioners who continuously examine, define and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus. Students work with graduate faculty who engage in research about school-based teaching and learning, and with teacher education faculty who have substantive and exemplary discipline teaching experience in the public schools. The university faculty who supervise the student teaching field experience also instruct credential candidates in the teaching methods classes.

Our research on the UC Davis program accomplishments confirms that these four organizing roles provide our students with critical knowledge and tools for working successfully in California's K-12 classrooms. Seventy-three percent are teaching in schools with a student body that is at least 51% culturally diverse; 69% teach in schools that serve significant numbers of English learners. Feedback from employers and candidate self assessment confirms that our new teachers are well prepared to work in schools that serve culturally and linguistically diverse K-12 students.

Institution/Program: **UC Davis**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

During the program, all candidates engage in inquiry about their classroom practice. This powerful experience contributes to a richer understanding of teaching and learning. The steps of teacher inquiry in which our candidates engage include: asking questions about students' learning needs; designing an intervention around a set of instructional strategies to address these needs; and planning systematic ways to gather and analyze data to investigate the effects of the intervention.

Credential candidates develop habits of mind that enable these teacher leaders to make instructional decisions that further their students' academic achievement. Program-wide rubrics, developed by the faculty, are used in formative and summative evaluations of these inquiry projects. Our credential/masters graduates present the findings of their classroom teacher inquiry project at a symposium. Most subsequently present their findings to teachers and administrators in their schools and school district. As a result of these presentations, in a number of schools where our graduates work, instructional practices have been re-examined and/or changed.

The website to review the teacher inquiry projects is:
http://teach.ucdavis.edu/teacher_research

Embedded in the Program design are opportunities for candidates to develop instructional proficiency to meet the State's Teaching Performance Standards. UC Davis participates in the consortium which developed the PACT teaching performance assessment. Program faculty use the PACT for formative mentoring and

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

Institution/Program: **UC Davis**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	63	63	0
Single Subject Candidates	75	75	0
Education Specialist Candidates	0	0	0
Totals	138	138	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	63	63	0
Single Subject Candidates	75	75	0
Education Specialist Candidates	0	0	0
Totals	138	138	0

Institution/Program: UC Davis

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	5		
Single Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	6		
In Non-Academic Positions without Rights and Responsibilities	2		
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: **UC Davis**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

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

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC Davis

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	120	120	100%	100%	0	--	--
Aggregate	120	120	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	54	54	100%	99%	0	--	--
Aggregate	54	54	100%	99%	0	--	--
Academic Content Areas							
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	100%	0	--	--
CSET English IV	12	12	100%	100%	0	--	--
CSET Math I	9	--	--	99%	0	--	--
CSET Math II	9	--	--	99%	0	--	--
CSET Math III	5	--	--	95%	0	--	--
CSET Sci III Bio/Life	13	13	100%	99%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	16	16	100%	100%	0	--	--
CSET Science II	16	16	100%	100%	0	--	--
CSET Social Sci I	13	13	100%	100%	0	--	--
CSET Social Sci II	13	13	100%	100%	0	--	--
CSET Social Sci III	13	13	100%	100%	0	--	--
CSET Spanish Subtest I	5	--	--	100%	0	--	--
CSET Spanish Subtest II	5	--	--	100%	0	--	--
CSET Spanish Subtest III	5	--	--	100%	0	--	--
Aggregate	55	55	100%	99%	0	--	--
Other Content Areas							
CSET Agriculture Subtest I	3	--	--	75%	0	--	--
CSET Agriculture Subtest II	3	--	--	75%	0	--	--
CSET Agriculture Subtest III	3	--	--	100%	0	--	--
CSET MSE I	54	54	100%	100%	0	--	--
CSET MSE II	54	54	100%	100%	0	--	--
CSET MSE III	54	54	100%	100%	0	--	--
Aggregate	57	57	100%	100%	0	--	--
Summary Totals and Pass Rate	120	120	100%	99%	0	--	--

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

Institution/Program: UC Davis

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	170	170	100%	100%	0	--	--
Aggregate	170	170	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	102	102	100%	99%	0	--	--
Aggregate	102	102	100%	99%	0	--	--
Academic Content Areas							
CSET English I	18	18	100%	100%	0	--	--
CSET English II	18	18	100%	100%	0	--	--
CSET English III	18	18	100%	100%	0	--	--
CSET English IV	18	18	100%	100%	0	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	5	--	--	93%	0	--	--
CSET Sci III Bio/Life	17	17	100%	100%	0	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Science I	21	21	100%	99%	0	--	--
CSET Science II	20	20	100%	99%	0	--	--
CSET Social Sci I	14	14	100%	100%	0	--	--
CSET Social Sci II	14	14	100%	100%	0	--	--
CSET Social Sci III	14	14	100%	100%	0	--	--
Aggregate	59	59	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	96	96	100%	100%	0	--	--
CSET MSE II	96	96	100%	100%	0	--	--
CSET MSE III	96	96	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	101	101	100%	100%	0	--	--
Summary Totals and Pass Rate	171	171	100%	99%	0	--	--

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

Institution/Program: **UC Davis**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Irvine**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Teacher education programs at the University of California, Irvine are organized around the assumption that the single most important variable related to the improvement of schooling for all children is the quality of the teaching force. Our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices which represent the very best theoretical and clinical perspectives.
Together, the clinical faculty created a mission statement embedded in the acronym TEACH to embody our commitments to our candidates:
•Think critically about the connection between educational theory and practice. •Engage, motivate & inspire all students. •Analyze student learning needs to design and implement creative instruction. •Collaborate to advocate for equity and diversity. •Hone classroom practice
To be highly competent in such a context, teachers must be reflective and proactive practitioners, prepared to make educational decisions based upon the needs of the students they teach and informed by the knowledge and realities of classroom practice, subject matter standards, and professional and ethical considerations. As proactive educators, teachers need to understand their own cultural and pedagogical references and develop sensitivity to the multicultural and multilinguistic contexts that characterize their classrooms. Knowledge of research and theories related to teaching and learning, habits of reflection-on-practice, skill in using various technologies and a disposition towards flexibility and purposeful change will enable teachers to make decisions that facilitate the learning of all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

UCI continued to pilot the Performance Assessment for California Teachers (PACT) in 2007-08, anticipating that the State would require its full implmenetation starting July 2008. This assessment continues to refine candidate performance with its concentration on planning, instruction, assessment of student learning, reflection, and academic language. The analysis of assessment results offers a guide to continuous improvement. That, combined with survey results from the beginning, middle and end of program help us respond to candidate feedback.

Institution/Program: UC Irvine

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

New research faculty have joined the Department of Education and provide instructional leadership to the credential programs. These researchers have made presentations and held discussions with other faculty as well as teaching key courses in the program.

A MAT/Credential Program Steering Committee comprised of Senate Faculty, the Teacher Credential Program Director, the Student Affairs Director, and a Program Coordinator provides leadership in admissions, program design and the improvement of curriculum.

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

Institution/Program: UC Irvine

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	88	88	0
Single Subject Candidates	120	110	10
Education Specialist Candidates	0	0	0
Totals	208	198	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	88	88	0
Single Subject Candidates	120	110	10
Education Specialist Candidates	0	0	0
Totals	208	198	10

Institution/Program: UC Irvine

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**25**	**3**	**0**
In Academic Positions with Rights and Responsibilities	25	3	0
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: UC Irvine

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	20	540
Single Subject Programs	30	20	500
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC Irvine

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	198	198	100%	100%	10	10	100%
Aggregate	198	198	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	88	88	100%	99%	0	--	--
Aggregate	88	88	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	3	--	--	100%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	22	22	100%	100%	3	--	--
CSET English II	22	22	100%	100%	3	--	--
CSET English III	22	22	100%	100%	3	--	--
CSET English IV	22	22	100%	100%	3	--	--
CSET French Subtest I	2	--	--	100%	0	--	--
CSET French Subtest II	2	--	--	100%	0	--	--
CSET French Subtest III	2	--	--	100%	0	--	--
CSET Math I	25	24	96%	99%	3	--	--
CSET Math II	25	25	100%	99%	3	--	--
CSET Math III	11	11	100%	95%	1	--	--
CSET Music Subtest I	0	--	--	100%	1	--	--
CSET Music Subtest II	0	--	--	100%	1	--	--
CSET Music Subtest III	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	10	10	100%	99%	2	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	13	13	100%	100%	2	--	--
CSET Science II	13	13	100%	100%	2	--	--
CSET Social Sci I	22	22	100%	100%	0	--	--
CSET Social Sci II	22	22	100%	100%	0	--	--
CSET Social Sci III	22	22	100%	100%	0	--	--
CSET Spanish Subtest I	6	--	--	100%	0	--	--
CSET Spanish Subtest II	6	--	--	100%	0	--	--
CSET Spanish Subtest III	6	--	--	100%	0	--	--
Aggregate	97	96	99%	99%	9	--	--
Other Content Areas							
CSET MSE I	88	88	100%	100%	0	--	--
CSET MSE II	88	88	100%	100%	0	--	--
CSET MSE III	88	88	100%	100%	0	--	--
Aggregate	88	88	100%	100%	0	--	--
Summary Totals and Pass Rate	198	197	99%	99%	10	10	100%

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

Institution/Program: UC Irvine

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	174	174	100%	100%	1	--	--
Aggregate	174	174	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	93	93	100%	99%	0	--	--
Aggregate	93	93	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	0	--	--
CSET English II	13	13	100%	100%	0	--	--
CSET English III	13	13	100%	100%	0	--	--
CSET English IV	13	13	100%	100%	0	--	--
CSET Math I	11	11	100%	100%	0	--	--
CSET Math II	11	11	100%	100%	0	--	--
CSET Math III	3	--	--	93%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	1	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	15	15	100%	99%	1	--	--
CSET Science II	15	15	100%	99%	1	--	--
CSET Social Sci I	24	24	100%	100%	0	--	--
CSET Social Sci II	24	24	100%	100%	0	--	--
CSET Social Sci III	24	24	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	99%	0	--	--
Aggregate	71	71	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	88	88	100%	100%	0	--	--
CSET MSE II	88	88	100%	100%	0	--	--
CSET MSE III	88	88	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	93	93	100%	100%	0	--	--
Summary Totals and Pass Rate	174	174	100%	99%	1	--	--

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

Institution/Program: **UC Irvine**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Los Angeles**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of UCLA's teacher education programs is to attract, prepare, and retain highly qualified teachers to work in urban schools that serve low-income children of color. At UCLA there are three pathways to attaining a credential: the Center X Teacher Education Program (TEP) which leads to a credential and Master's degree, TeachLA, a university internship program and the UCLA Extension Urban Internship program. TEP and TeachLA offer both Multiple Subject and Single Subject (in the areas of English, social studies, mathematics, music, and science) Teaching Credentials. The Center X TEP program has a joint mathematics/education program and science/education program for UCLA mathematics and science undergraduates. The UCLA Extension program offers a Multiple Subject Credential. TEP offers bilingual emphasis (Spanish) credential authorization (BCLAD).

The goals of these programs are to assist novice teachers in constructing communities of learning and inquiry for their students. In the UCLA programs, teachers develop the professional knowledge, skills, and beliefs necessary to engage culturally and linguistically diverse groups of students. UCLA is located in the heart of Los Angeles and the context for observation, participation, student teaching and teaching is in urban, low income partnership school districts that reflect the diversity of California's urban schools.

The recruitment of teacher candidates focuses on under-represented groups in the teaching profession. UCLA has been extremely successful in attracting and enrolling a candidate pool that mirrors the diversity of Los

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The commitment to blending research and practice is the most outstanding quality of our teacher education programs. Our philosophy stems from considerable literature on educational change, teacher development, and efforts to create more equitable schooling for low-income students, students of color, and students from diverse backgrounds. Our work with new teachers is more than the transfer of skills and knowledge; it helps them forge new identities as social justice educators as they work in urban schools.

Center Schools were created to form connections and relationships with the faculties, administrators and neighboring urban communities of specific school sites. These Center Schools, located in L.A. County, embody how the program's philosophy is put into action. TEP & Center School personnel select guiding teachers to mentor novice teachers; collaborate around issues of urban schooling & teacher education; and promote novice teachers' involvement & participation in the school. This unique partnership also reinforces the support mechanisms designed to improve teacher quality, development, and student learning.

To build on the program's presence at Center Schools, Neighborhood teams consisting of novice teachers in urban communities of close proximity are placed in specific school sites for course work, observation & participation, & student teaching. These on-site locations allow novice teachers to become an integral part of the school culture to learn about the school, its students, and its resources.

Institution/Program: **UC Los Angeles**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

During 2007-08, the Teacher Education Program finalized plans to implement a second literacy course for multiple subject candidates.

For single subject candidates, an additional content specific methods course is now integrated into the curriculum.

The program also completed an action plan to significantly change the number of teacher candidates assigned to each faculty advisor. The concept was based on reducing the size of each team to allow for greater individual support and supervision from the program's faculty.

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

Institution/Program: **UC Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	85	73	12
Single Subject Candidates	97	76	21
Education Specialist Candidates	0	0	0
Totals	182	149	33

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	83	71	12
Single Subject Candidates	92	72	20
Education Specialist Candidates	0	0	0
Totals	175	143	32

Institution/Program: UC Los Angeles

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**157**	**2**	**0**
In Academic Positions with Rights and Responsibilities	16	2	0
In Non-Academic Positions without Rights and Responsibilities	141	0	0
Single Subject Programs	**150**	**3**	**0**
In Academic Positions with Rights and Responsibilities	20	3	0
In Non-Academic Positions without Rights and Responsibilities	130	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	6 :1	0 :1
Single Subject Programs	8 :1	7 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

Institution/Program: **UC Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	18	432
Single Subject Programs	24	18	432
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	1.25
Single Subject Programs	1.25
Education Specialist Programs	0

Institution/Program: UC Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	153	152	99%	100%	0	--	--
Aggregate	153	152	99%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	66	66	100%	99%	0	--	--
Aggregate	66	66	100%	99%	0	--	--
Summary Totals and Pass Rate	153	152	99%	99%	0	--	--

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

Institution/Program: UC Los Angeles

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	165	165	100%	100%	102	102	100%
Aggregate	165	165	100%	100%	102	102	100%
Professional Knowledge/Pedagogy							
RICA	74	74	100%	99%	56	56	100%
Aggregate	74	74	100%	99%	56	56	100%
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	16	16	100%	100%	13	13	100%
CSET English II	16	16	100%	100%	13	13	100%
CSET English III	16	16	100%	100%	13	13	100%
CSET English IV	16	16	100%	100%	13	13	100%
CSET Math I	4	--	--	100%	10	10	100%
CSET Math II	4	--	--	100%	10	10	100%
CSET Math III	4	--	--	93%	8	--	--
CSET Sci III Bio/Life	9	--	--	100%	2	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Science I	11	11	100%	99%	3	--	--
CSET Science II	11	11	100%	99%	3	--	--
CSET Social Sci I	23	23	100%	100%	9	--	--
CSET Social Sci II	23	23	100%	100%	9	--	--
CSET Social Sci III	23	23	100%	100%	9	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	99%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	1	--	--
Social Science S* (03)	1	--	--	97%	1	--	--
Aggregate	55	55	100%	99%	43	42	98%
Other Content Areas							
CSET MSE I	69	69	100%	100%	36	36	100%
CSET MSE II	69	69	100%	100%	36	36	100%
CSET MSE III	69	69	100%	100%	36	36	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	5	--	--	100%	15	15	100%
Aggregate	74	74	100%	100%	52	52	100%
Summary Totals and Pass Rate	165	165	100%	99%	105	104	99%

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

Institution/Program: **UC Los Angeles**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Riverside**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the University of California, Riverside's School of Education encompasses research, instruction and service. Research includes investigations of both fundamental and applied issues in education. The range of topics is diverse--teaching and learning, assessment and school organization, the subject matters, and school leadership. The School's agenda links scholars from a variety of social science disciplines and methods, along with foundational areas such as history and philosophy, around the theme of knowledge in practice. Instruction centers on engagement with knowledge, practice and policy and their relationship. The heart of the enterprise is the preparation of academicians and practitioners--teachers and administrators--who will serve as leaders by virtue of their ability to produce and mobilize useful knowledge. The establishment of a full-fledged professional program extends the scope of preparation back to undergraduate years and forward to post-credential induction years, and requires tighter integration of credential and academic programs. Students in all of our programs analyze complex problems; engage in spirited debates about public education, while concurrently spending significant time in the public school. The University's goal is to lead all students to high levels of academic achievement and performance, regardless of the circumstances of their birth and environment. We believe our role is to develop and implement credential and graduate programs of extraordinary quality. Through robust, committed partnerships with area schools, we believe we are in reach of our goal.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The UCR Graduate School of Education's partnership with the Tomas Rivera Library's Education Services was renewed. Education Services is a teacher resource center for K-12 curriculum materials which is located in the Tomas Rivera Library. The Center expanded their services to include some evening and weekend hours so UCR student teachers, interns and the campus community could obtain materials more easily. The staff worked closely with the Graduate School of Education to increase the awareness of their special collections and the services provided to our future teachers. The Center houses award winning children’s literature, lesson planning ideas, educational games, and manipulatives that students and teachers can utilize to support their instruction. Education Services also hosts the Learning Resources Display Center for Riverside County, where textbook publishers display their materials which have either been adopted or are being reviewed for adoption in California public schools.

Institution/Program: UC Riverside

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

A number of changes have occurred to improve curriculum and advising for UCR candidates. The following is a few changes that have taken place:

1. A sequence of courses were created to support students in completing the teacher performance assessment;
2. Course prerequisites were revised to facilitate access to our program;
3. Unit credit was increased for the Education Specialist intern fieldwork;
4. A Student Handbook was created;
5. A Student Representative Committee was formed to increase and facilitate student input into program design and implementation;
6. The internationally reknowned researcher, Dr. Spencer Kagan, presented at the Graduate School of Education's Student Teacher Orientation.

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

Institution/Program: **UC Riverside**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	71	68	3
Single Subject Candidates	52	38	14
Education Specialist Candidates	9	5	4
Totals	132	111	21

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	71	68	3
Single Subject Candidates	52	38	14
Education Specialist Candidates	9	5	4
Totals	132	111	21

Institution/Program: UC Riverside

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: UC Riverside

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	36	10	360
Single Subject Programs	36	10	360
Education Specialist Programs	36	10	360

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC Riverside

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	88	88	100%	100%	26	26	100%
Aggregate	88	88	100%	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	64	64	100%	99%	9	--	--
Aggregate	64	64	100%	99%	9	--	--
Academic Content Areas							
CSET English I	5	--	--	100%	5	--	--
CSET English II	5	--	--	100%	5	--	--
CSET English III	5	--	--	100%	5	--	--
CSET English IV	5	--	--	100%	5	--	--
CSET Math I	0	--	--	99%	2	--	--
CSET Math II	0	--	--	99%	2	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	3	--	--	99%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Social Sci I	13	13	100%	100%	4	--	--
CSET Social Sci II	13	13	100%	100%	4	--	--
CSET Social Sci III	13	13	100%	100%	4	--	--
Aggregate	22	22	100%	99%	15	15	100%
Other Content Areas							
CSET MSE I	64	64	100%	100%	7	--	--
CSET MSE II	64	64	100%	100%	7	--	--
CSET MSE III	64	64	100%	100%	7	--	--
Aggregate	64	64	100%	100%	7	--	--
Summary Totals and Pass Rate	88	88	100%	99%	26	26	100%

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

Institution/Program: UC Riverside

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	113	113	100%	100%	33	33	100%
Aggregate	113	113	100%	100%	33	33	100%
Professional Knowledge/Pedagogy							
RICA	90	90	100%	99%	10	10	100%
Aggregate	90	90	100%	99%	10	10	100%
Academic Content Areas							
CSET English I	7	--	--	100%	3	--	--
CSET English II	7	--	--	100%	3	--	--
CSET English III	7	--	--	100%	3	--	--
CSET English IV	7	--	--	100%	3	--	--
CSET Math I	0	--	--	100%	6	--	--
CSET Math II	0	--	--	100%	6	--	--
CSET Math III	0	--	--	93%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Science I	3	--	--	99%	3	--	--
CSET Science II	3	--	--	99%	3	--	--
CSET Social Sci I	6	--	--	100%	1	--	--
CSET Social Sci II	6	--	--	100%	1	--	--
CSET Social Sci III	6	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	99%	14	14	100%
Other Content Areas							
CSET MSE I	87	87	100%	100%	9	--	--
CSET MSE II	87	87	100%	100%	9	--	--
CSET MSE III	87	87	100%	100%	9	--	--
MSAT (0140 + 0151)	2	--	--	100%	1	--	--
Aggregate	89	89	100%	100%	10	10	100%
Summary Totals and Pass Rate	114	114	100%	99%	33	33	100%

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

Institution/Program: **UC Riverside**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC San Diego**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The faculty of Education Studies (EDS) at the University of California, San Diego are committed to equitable education for all children. We prepare new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of their students and the community. EDS offers a 15-month graduate program leading to the Master of Education/California Preliminary Multiple Subject Credential and the Master of Education/California Preliminary Single Subject Credential in English, Mathematics or the Sciences. In addition, EDS offers bilingual emphasis (BCLAD) in Spanish-English and American Sign Language-English.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

To effectively facilitate the equitable participation of all children in public schools requires fundamental changes in our approach to teaching and learning. Standardized approaches to curriculum design and social and cultural awareness training are not sufficient preparation for teachers to make learning accessible and equitable for underserved children in our public institutions. EDS credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically monitor their teaching performance using reflective practice portfolios. The goal of the program is to produce graduates who possess the knowledge, skills and confidence required to teach in low-income communities that are often challenged with large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: **UC San Diego**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

All Multiple and Single-Subject candidates will have successfully completed all tasks for the Performance Assessment for California Teachers (PACT) in order to satisfy the Teaching Performance Assessments requirement.

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

Institution/Program: **UC San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	50	50	
Single Subject Candidates	46		46
Education Specialist Candidates	10	10	
Totals	106	60	46

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	44	44	
Single Subject Candidates	39		39
Education Specialist Candidates	4	4	
Totals	87	48	39

Institution/Program: UC San Diego

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	0 :1	0 :1
Single Subject Programs	0 :1	12 :1	0 :1
Education Specialist Programs	4 :1	0 :1	0 :1

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

Institution/Program: **UC San Diego**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	30	24	720

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	48	48	100%	100%	39	39	100%
Aggregate	48	48	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	48	47	98%	99%	0	--	--
Aggregate	48	47	98%	99%	0	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	7	--	--
CSET English II	0	--	--	100%	7	--	--
CSET English III	0	--	--	100%	7	--	--
CSET English IV	0	--	--	100%	7	--	--
CSET Math I	0	--	--	99%	3	--	--
CSET Math II	0	--	--	99%	3	--	--
CSET Math III	0	--	--	95%	3	--	--
CSET Sci III Bio/Life	0	--	--	99%	9	--	--
CSET Science I	0	--	--	100%	9	--	--
CSET Science II	0	--	--	100%	9	--	--
Aggregate	0	--	--	99%	19	19	100%
Other Content Areas							
CSET MSE I	48	48	100%	100%	0	--	--
CSET MSE II	48	48	100%	100%	0	--	--
CSET MSE III	48	48	100%	100%	0	--	--
Aggregate	48	48	100%	100%	0	--	--
Summary Totals and Pass Rate	48	47	98%	99%	39	39	100%

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

Institution/Program: UC San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	43	43	100%	100%	35	35	100%
Aggregate	43	43	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	43	43	100%	99%	0	--	--
Aggregate	43	43	100%	99%	0	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	5	--	--
CSET English II	0	--	--	100%	5	--	--
CSET English III	0	--	--	100%	5	--	--
CSET English IV	0	--	--	100%	5	--	--
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	93%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	7	--	--
CSET Science II	0	--	--	99%	7	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
Aggregate	0	--	--	99%	17	17	100%
Other Content Areas							
CSET MSE I	35	35	100%	100%	0	--	--
CSET MSE II	35	35	100%	100%	0	--	--
CSET MSE III	35	35	100%	100%	0	--	--
MSAT (0140 + 0151)	8	--	--	100%	0	--	--
Aggregate	43	43	100%	100%	0	--	--
Summary Totals and Pass Rate	43	43	100%	99%	35	35	100%

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

Institution/Program: **UC San Diego**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Santa Barbara**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Barbara Teacher Education Partnership believes:
o All our children deserve the education that few students currently have;
o The survival of our democratic traditions requires nothing less;
o Every member of a community has a stake and a role in the education of our children and the survival of our democracy;
o The best hope for our children and our country is to reconstruct the preparation, induction, and support of educators while simultaneously re-constructing the institutions responsible for that work.
This vision requires teachers who:
o Believe that all students want, and have the capacity to, make sense of their world;
o Believe that content -- the knowledge, skills, and dispositions teachers have to share (including a balance of skills-centered and meaning-centered approaches) -- will help their students make sense of their world;
To become teachers who embody these values and beliefs is a life long process. The goal of our program is thus, not to tell people how to teach, but to prepare people to learn from teaching (their own and others) so that they can, over time, become the teachers students and their families deserve. We prepare teacher through six inter-related program themes:
(a) Autobiography/Philosophy of Education, (b) Study of Children/Study of Schools,
(c) Methodological Competence, (d) Diversity, (e) Collaboration, (f) Reflection.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Instructional quality resides in the interactions among and between the student, the teacher, and the content. Therefore, the conversations and relationships that constitute our programs revolve around those centering elements of instructional quality. The Santa Barbara Partnership for Teacher Education believes this reality of teaching and learning is embedded within the California Standards for the Teaching Profession (CSTP). The curriculum, the teaching, the assessments, the partnership, and our research revolve around the CSTP.

Programmatic structures and processes that support our candidates' development towards meeting the CSTP include:
- A common, clear vision of quality instruction apparent in all coursework and field experiences;
- A curriculum grounded in substantial knowledge of child and adolescent development, learning theory, cognition, motivation, and subject matter pedagogy taught in the context of practice;
- An entire school year of field experiences carefully selected and maintained to support the ideas and practices presented in simultaneous, closely interwoven coursework;
- Well-defined standards of practice and performance that are used to guide and assess coursework and field experiences;
- Strong relationships, common knowledge, and shared beliefs among school- and university-based faculty;
- Extensive use of case study methods, teacher inquiry, performance assessments, and portfolio evaluation to ensure that learning is enacted in the crucible of classrooms and schools.

Institution/Program: **UC Santa Barbara**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: UC Santa Barbara

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	47	47	
Single Subject Candidates	52	52	
Education Specialist Candidates	10	10	
Totals	109	109	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	47	47	
Single Subject Candidates	52	52	
Education Specialist Candidates	10	10	
Totals	109	109	0

Institution/Program: UC Santa Barbara

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	N/A :1	N/A :1
Single Subject Programs	20 :1	N/A :1	N/A :1
Education Specialist Programs	20 :1	N/A :1	N/A :1

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

Institution/Program: UC Santa Barbara

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	12	420
Single Subject Programs	35	18	630
Education Specialist Programs	16	30	480

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	101	101	100%	100%	0	--	--
Aggregate	101	101	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	52	52	100%	99%	0	--	--
Aggregate	52	52	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	3	--	--	100%	0	--	--
CSET Art Subtest II	3	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	0	--	--
CSET English II	13	13	100%	100%	0	--	--
CSET English III	13	13	100%	100%	0	--	--
CSET English IV	13	13	100%	100%	0	--	--
CSET Math I	6	--	--	99%	0	--	--
CSET Math II	6	--	--	99%	0	--	--
CSET Math III	4	--	--	95%	0	--	--
CSET Sci III Bio/Life	7	--	--	99%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	10	10	100%	100%	0	--	--
CSET Science II	10	10	100%	100%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
CSET Spanish Subtest I	3	--	--	100%	0	--	--
CSET Spanish Subtest II	3	--	--	100%	0	--	--
CSET Spanish Subtest III	3	--	--	100%	0	--	--
Aggregate	47	47	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	52	52	100%	100%	0	--	--
CSET MSE II	52	52	100%	100%	0	--	--
CSET MSE III	52	52	100%	100%	0	--	--
Aggregate	52	52	100%	100%	0	--	--
Summary Totals and Pass Rate	101	101	100%	99%	0	--	--

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

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	104	104	100%	100%	0	--	--
Aggregate	104	104	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	62	62	100%	99%	0	--	--
Aggregate	62	62	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	0	--	--
Chemistry S* (04 + 06)	1	--	--	86%	0	--	--
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	100%	0	--	--
CSET English IV	11	11	100%	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Science I	8	--	--	99%	0	--	--
CSET Science II	8	--	--	99%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	34	34	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	55	55	100%	100%	0	--	--
CSET MSE II	55	55	100%	100%	0	--	--
CSET MSE III	55	55	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	100%	0	--	--
Aggregate	60	60	100%	100%	0	--	--
Summary Totals and Pass Rate	104	104	100%	99%	0	--	--

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

Institution/Program: **UC Santa Barbara**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Santa Cruz**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The UC Santa Cruz campus offers 32 gradate programs. Within those programs, there are a range of options for concentrated study in a specialized field. Graduate study at Santa Cruz emphasizes close interaction between faculty and students, independent student research, supervised teaching experience, and interdisciplinary work. The UCSC teacher preparation program is a combined Masters of Arts in Education and credential program spanning five academic quarters including Summer. The program offers both the SB2042 Preliminary, Multiple Subjects and Single Subject credential. Single Subject areas offered are, English, Math, Science and Social Science. The Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis (Spanish) is also offered. The program seeks applicants from diverse cultural and linguistic backgrounds to teach in multicultural K-12 classrooms. Students are expected to integrate theory and practice in courses, classroom placements, and research projects.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The UCSC program conceives of teacher development as a seamless continuum beginning in the undergraduate years and extending throughout the teacher preparation program and beyond throughout the career of a teacher. Through our undergraduate Minor in Education and content -specific undergraduate pathway programs, UCSC provides undergraduates with opportunities to develop theoretical and practical understandings that will prepare them to pursue a career in teaching. Increasing numbers of graduates who have completed the Minor are enrolling in the UCSC teacher preparation program, enriching it with their academic background and classroom experience.

Institution/Program: UC Santa Cruz

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Continued full compliance with SB 2042 content standards.

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

Institution/Program: **UC Santa Cruz**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	0	0	0
Totals	80	80	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	0	0	0
Totals	80	80	0

Institution/Program: UC Santa Cruz

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: UC Santa Cruz

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	24	480
Single Subject Programs	18	24	432
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: UC Santa Cruz

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	79	79	100%	100%	0	--	--
Aggregate	79	79	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	46	44	96%	99%	0	--	--
Aggregate	46	44	96%	99%	0	--	--
Academic Content Areas							
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	100%	0	--	--
CSET English IV	11	11	100%	100%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Math III	2	--	--	95%	0	--	--
CSET Sci III Bio/Life	5	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
Aggregate	30	30	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	46	46	100%	100%	0	--	--
CSET MSE II	46	46	100%	100%	0	--	--
CSET MSE III	46	46	100%	100%	0	--	--
Aggregate	46	46	100%	100%	0	--	--
Summary Totals and Pass Rate	79	77	97%	99%	0	--	--

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

Institution/Program: UC Santa Cruz

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	112	112	100%	100%	0	--	--
Aggregate	112	112	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	68	68	100%	99%	0	--	--
Aggregate	68	68	100%	99%	0	--	--
Academic Content Areas							
CSET English I	14	14	100%	100%	0	--	--
CSET English II	14	14	100%	100%	0	--	--
CSET English III	14	14	100%	100%	0	--	--
CSET English IV	14	14	100%	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	99%	0	--	--
CSET Science II	11	11	100%	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	40	40	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	64	64	100%	100%	0	--	--
CSET MSE II	64	64	100%	100%	0	--	--
CSET MSE III	64	64	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	68	68	100%	100%	0	--	--
Summary Totals and Pass Rate	112	112	100%	99%	0	--	--

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

Institution/Program: **UC Santa Cruz**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of La Verne**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. Methodologies are integrated throughout to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The BCLAD credential is also available. The program fosters prospective teachers' ability to: (1) create an environment that incorporates communication with students, (2) develop an appreciation for differences, (3) understand the basis for a healthy self-concept, and (4) develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department Mission Statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology." University of La Verne's prospective teachers represent the diversity found in the student population of California, and the program is founded on the belief that all California teachers need a variety of skills to serve diverse populations. Students are trained on the main campus in La Verne, and off campus, in Bakersfield, Newhall, Ventura, Cerritos, Central Coast and High Desert.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Program excellence indicators are found in the following areas: (1) The quality of the reading preparation in the program: Candidates in the Multiple Subject program participate in a rigorous program of preparation to teach reading. Each student in both Multiple and Single Subject programs is independently visited and assessed by a reading supervisor two times during the semester, in addition to the assessment of teaching of reading by the University supervisor assigned to the candidate for student teaching. This emphasis on the teaching of reading and its success is supported by the 99% passage rate for the RICA in the 2004-2005 year. (2) The diversity of the candidates in the program, and the commitment to serve the needs of California's diverse populations: Candidates in the Multiple Subject Program and the Single Subject Program represent the diversity found in the classrooms in California. The candidate pool is 35% Caucasian, 35% Hispanic/Latino, 6% African American, 5% Asian, and 19% Other/Not Provided. The University believes that all teachers in California need a variety of skills to meet the needs of the K-12 students served. (3) Support Intern Teachers: The University is committed to support intern teachers. Weekly visits are a part of the student teaching phase, and the small class environment provides opportunity for learning growth in teaching strategies. (4) All four Teacher Performance Assessments are fully implemented. These assessments validate candidates' readiness to teach.

Institution/Program: University of La Verne

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

As the Teacher Education Program continues to prepare teachers for the diverse populations of the California schools, continual reflection and assessment of the program needs to occur. New initiatives to improve program excellence beyond the year 2007-2008 include: (1) Increase the number of full-time faculty to coordinate and teach in off campus sites: to date four full-time faculty coordinate the off campus sites. The goal is to add an additional full-time faculty in this capacity. (2) Hire faculty to represent the diversity of the candidates in the program and in the schools in California. Currently the full-time teacher education faculty is 60% white, 25% Latino, and 15% African-American. As the program grows, commitment to hiring diverse faculty is a priority. (3) Continue to keep the student foremost as the program grows: The University of La Verne prides itself on the student focus in the program. The small class, personalized nature of the program will be preserved as the program grows. (4) Development of a distance learning component to increase full-time faculty participation in quality control of the coursework being offered is proposed. A distance learning component for each course taught would insure continuity in coursework throughout the system. (5) Prepare for national accreditation through NCATE and continuing state CCTC accreditation in spring 2011. Assessment plans and the conceptual framework reflect the further development of the Teacher Education Program through preparation for this process.

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

Institution/Program: **University of La Verne**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	485	454	31
Single Subject Candidates	299	254	45
Education Specialist Candidates	78	54	24
Totals	862	762	100

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	177	146	31
Single Subject Candidates	102	57	45
Education Specialist Candidates	31	7	24
Totals	310	210	100

Institution/Program: University of La Verne

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**43**	**18**	**0**
In Academic Positions with Rights and Responsibilities	12	8	0
In Non-Academic Positions without Rights and Responsibilities	31	10	0
Single Subject Programs	**32**	**19**	**0**
In Academic Positions with Rights and Responsibilities	11	8	0
In Non-Academic Positions without Rights and Responsibilities	21	11	0
Education Specialist Programs	**6**	**4**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: University of La Verne

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	40	15	600
Education Specialist Programs	40	15	600

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: University of La Verne

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	170	170	100%	100%	87	87	100%
Aggregate	170	170	100%	100%	87	87	100%
Professional Knowledge/Pedagogy							
RICA	129	129	100%	99%	44	44	100%
Aggregate	129	129	100%	99%	44	44	100%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	2	--	--
CSET Art Subtest II	2	--	--	100%	2	--	--
CSET English I	8	--	--	100%	3	--	--
CSET English II	8	--	--	100%	3	--	--
CSET English III	8	--	--	100%	3	--	--
CSET English IV	8	--	--	100%	3	--	--
CSET French Subtest I	0	--	--	100%	1	--	--
CSET French Subtest II	0	--	--	100%	1	--	--
CSET French Subtest III	0	--	--	100%	1	--	--
CSET Math I	1	--	--	99%	9	--	--
CSET Math II	1	--	--	99%	9	--	--
CSET Math III	0	--	--	95%	2	--	--
CSET Sci III Bio/Life	4	--	--	99%	8	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	11	11	100%
CSET Science II	2	--	--	100%	11	11	100%
CSET Social Sci I	13	13	100%	100%	1	--	--
CSET Social Sci II	13	13	100%	100%	1	--	--
CSET Social Sci III	13	13	100%	100%	1	--	--
CSET Spanish Subtest I	1	--	--	100%	1	--	--
CSET Spanish Subtest II	1	--	--	100%	1	--	--
CSET Spanish Subtest III	1	--	--	100%	1	--	--
Aggregate	29	29	100%	99%	28	28	100%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	0	--	--
CSET Health Subtest II	1	--	--	100%	0	--	--
CSET Health Subtest III	1	--	--	100%	0	--	--
CSET MSE I	130	130	100%	100%	39	39	100%
CSET MSE II	130	130	100%	100%	39	39	100%
CSET MSE III	130	130	100%	100%	39	39	100%
CSET Physical Education Subtest I	1	--	--	99%	1	--	--
CSET Physical Education Subtest II	1	--	--	99%	1	--	--
CSET Physical Education Subtest III	1	--	--	99%	1	--	--
Aggregate	132	132	100%	100%	40	40	100%
Summary Totals and Pass Rate	172	172	100%	99%	88	88	100%

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

Institution/Program: University of La Verne

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	219	219	100%	100%	115	115	100%
Aggregate	219	219	100%	100%	115	115	100%
Professional Knowledge/Pedagogy							
RICA	161	160	99%	99%	50	50	100%
Aggregate	161	160	99%	99%	50	50	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	94%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
CSET English I	8	--	--	100%	14	14	100%
CSET English II	8	--	--	100%	14	14	100%
CSET English III	8	--	--	100%	14	14	100%
CSET English IV	8	--	--	100%	14	14	100%
CSET Math I	5	--	--	100%	16	16	100%
CSET Math II	5	--	--	100%	16	16	100%
CSET Math III	2	--	--	93%	1	--	--
CSET Sci III Bio/Life	3	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	4	--	--	99%	4	--	--
CSET Science II	4	--	--	99%	4	--	--
CSET Social Sci I	12	12	100%	100%	4	--	--
CSET Social Sci II	12	12	100%	100%	4	--	--
CSET Social Sci III	12	12	100%	100%	4	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	2	--	--
Aggregate	32	31	97%	99%	43	43	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	3	--	--
CSET MSE I	103	103	100%	100%	27	27	100%
CSET MSE II	103	103	100%	100%	27	27	100%
CSET MSE III	103	103	100%	100%	27	27	100%
Health Science S* (16)	6	--	--	100%	2	--	--
MSAT (0140 + 0151)	5	--	--	100%	2	--	--
Phys. Educ. Praxis Test II	5	--	--	98%	1	--	--
Physical Education S* (09)	5	--	--	97%	1	--	--
Aggregate	121	120	99%	100%	35	35	100%
Summary Totals and Pass Rate	220	217	99%	99%	116	116	100%

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

Institution/Program: **University of La Verne**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of Phoenix**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

MISSION: is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.
PURPOSES: •To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student's work place. •To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success. •To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services. •To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classrooms not only advanced academic preparation, but also the skills that come from the current practice of their professions. •To provide General Ed & foundational instruction and services that prepare students to engage in a variety of instructional curricula. •To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.•To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service excellence, and convenience to the working adult. •To generate the financial resources necessary to support the University's mission.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

INSTITUTIONAL PHILOSOPHY/PROGRAM FRAMEWORK
Learning is the key to any educational program. The University of Phoenix offers a teacher education program that is focused on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators.

OUTCOMES
The teacher preparation program has been designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students' learning. Teacher candidates who complete the program will understand and have experience in:

-Teaching in Diverse Environments
-Learning Theory
-School Law and Ethics
-Classroom Management
-Curriculum Design and Assessment
-Instructional Strategies

Institution/Program: University of Phoenix

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

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

Institution/Program: University of Phoenix

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,163	1,047	116
Single Subject Candidates	776	574	202
Education Specialist Candidates	0	0	0
Totals	1,939	1,621	318

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	308	278	30
Single Subject Candidates	205	152	53
Education Specialist Candidates	0	0	0
Totals	513	430	83

Institution/Program: University of Phoenix

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

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**52**	**52**	
In Academic Positions with Rights and Responsibilities	36	36	
In Non-Academic Positions without Rights and Responsibilities	16	16	
Single Subject Programs	**52**	**52**	
In Academic Positions with Rights and Responsibilities	36	36	
In Non-Academic Positions without Rights and Responsibilities	16	16	
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

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

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

Institution/Program: University of Phoenix

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	40	15	600
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

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

Institution/Program: University of Phoenix

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	244	243	100%	100%	51	51	100%
Aggregate	244	243	100%	100%	51	51	100%
Professional Knowledge/Pedagogy							
RICA	155	154	99%	99%	20	19	95%
Aggregate	155	154	99%	99%	20	19	95%
Academic Content Areas							
CSET English I	15	15	100%	100%	5	--	--
CSET English II	15	15	100%	100%	5	--	--
CSET English III	15	15	100%	100%	5	--	--
CSET English IV	15	15	100%	100%	5	--	--
CSET Math I	13	13	100%	99%	4	--	--
CSET Math II	13	13	100%	99%	4	--	--
CSET Math III	2	--	--	95%	1	--	--
CSET Sci III Bio/Life	7	--	--	99%	2	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	2	--	--
CSET Science II	5	--	--	100%	2	--	--
CSET Social Sci I	17	17	100%	100%	2	--	--
CSET Social Sci II	17	17	100%	100%	2	--	--
CSET Social Sci III	17	17	100%	100%	2	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	57	57	100%	99%	13	12	92%
Other Content Areas							
CSET Health Subtest I	1	--	--	100%	1	--	--
CSET Health Subtest II	1	--	--	100%	1	--	--
CSET Health Subtest III	1	--	--	100%	1	--	--
CSET MSE I	124	124	100%	100%	14	14	100%
CSET MSE II	124	124	100%	100%	14	14	100%
CSET MSE III	124	124	100%	100%	14	14	100%
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Aggregate	126	126	100%	100%	15	15	100%
Summary Totals and Pass Rate	245	243	99%	99%	51	49	96%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of Phoenix

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	419	419	100%	100%	6	--	--
Aggregate	419	419	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	322	321	100%	99%	3	--	--
Aggregate	322	321	100%	99%	3	--	--
Academic Content Areas							
CSET English I	35	35	100%	100%	0	--	--
CSET English II	35	35	100%	100%	0	--	--
CSET English III	35	35	100%	100%	0	--	--
CSET English IV	35	35	100%	100%	0	--	--
CSET Math I	13	13	100%	100%	1	--	--
CSET Math II	13	13	100%	100%	1	--	--
CSET Math III	5	--	--	93%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	1	--	--
CSET Science II	6	--	--	99%	1	--	--
CSET Social Sci I	25	24	96%	100%	0	--	--
CSET Social Sci II	25	25	100%	100%	0	--	--
CSET Social Sci III	25	25	100%	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	87	85	98%	99%	3	--	--
Other Content Areas							
CSET MSE I	282	281	100%	100%	3	--	--
CSET MSE II	282	282	100%	100%	3	--	--
CSET MSE III	282	282	100%	100%	3	--	--
MSAT (0140 + 0151)	21	21	100%	100%	0	--	--
Aggregate	303	302	100%	100%	3	--	--
Summary Totals and Pass Rate	420	416	99%	99%	6	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of Phoenix**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of Redlands**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of Redlands School of Education fosters a student-centered approach to learning in which candidates for teaching, counseling and administrative credentials and graduate degrees experience rigorous academic preparation, scholarly inquiry, and professionally supervised field experiences that blend theory and practice. All of our programs carry forth our mission to provide skills in realizing educational equity for all learners, promote social justice, and nurture personal growth through reflection and self-evaluation. We are keenly aware our students will serve a widely diverse student population and they must be well prepared to work toward achieving effectiveness with people from diverse cultural and linguistic backgrounds. Our Preliminary Teacher Credential Preparation Program which is aligned with SB 2042 serves both undergraduate students and working adults who attend evening classes. Courses are offered on campus as well as at some area school and district sites.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The University of Redlands School of Education is proud of its tradition of academic excellence through its implementation of innovative programs. Its diverse faculty adherence to effective practices that are informed by research and theory, small class size, and infusion of technology, classroom management, and language acquisition-related issues throughout each course and across the curriculum contribute to program excellence. The new school facility allows for student meetings, professor-students conferences, student group projects, and computer work through TaskStream, Blackboard, Powerpoint, Inspiration, and other technological tools.

Institution/Program: **University of Redlands**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

1. Implementation of the CCTC-ETS Teaching Performace Assessment.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.redlands.edu

Institution/Program: University of Redlands

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	109	83	26
Single Subject Candidates	98	68	30
Education Specialist Candidates	0	0	0
Totals	207	151	56

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	109	83	26
Single Subject Candidates	98	68	30
Education Specialist Candidates	0	0	0
Totals	207	151	56

Institution/Program: **University of Redlands**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**11**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	17	10	
Single Subject Programs	**17**	**16**	
In Academic Positions with Rights and Responsibilities	4	4	
In Non-Academic Positions without Rights and Responsibilities	13	12	
Education Specialist Programs	**0**	**0**	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	3 :1	:1
Single Subject Programs	5 :1	3 :1	:1
Education Specialist Programs	0 :1	0 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: University of Redlands

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	0		

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	0

Institution/Program: University of Redlands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	151	151	100%	100%	55	55	100%
Aggregate	151	151	100%	100%	55	55	100%
Professional Knowledge/Pedagogy							
RICA	106	105	99%	99%	25	24	96%
Aggregate	106	105	99%	99%	25	24	96%
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	1	--	--
CSET Art Subtest II	2	--	--	100%	1	--	--
CSET English I	6	--	--	100%	5	--	--
CSET English II	6	--	--	100%	5	--	--
CSET English III	6	--	--	100%	5	--	--
CSET English IV	6	--	--	100%	5	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	2	--	--	99%	5	--	--
CSET Math II	2	--	--	99%	5	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	99%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	3	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Social Sci I	6	--	--	100%	1	--	--
CSET Social Sci II	6	--	--	100%	1	--	--
CSET Social Sci III	6	--	--	100%	1	--	--
CSET Spanish Subtest I	2	--	--	100%	1	--	--
CSET Spanish Subtest II	2	--	--	100%	1	--	--
CSET Spanish Subtest III	2	--	--	100%	1	--	--
Aggregate	27	27	100%	99%	14	14	100%
Other Content Areas							
CSET Health Subtest I	0	--	--	100%	1	--	--
CSET Health Subtest II	0	--	--	100%	1	--	--
CSET Health Subtest III	0	--	--	100%	1	--	--
CSET MSE I	109	109	100%	100%	25	25	100%
CSET MSE II	109	109	100%	100%	25	25	100%
CSET MSE III	109	109	100%	100%	25	25	100%
CSET Physical Education Subtest I	1	--	--	99%	1	--	--
CSET Physical Education Subtest II	1	--	--	99%	1	--	--
CSET Physical Education Subtest III	1	--	--	99%	1	--	--
Aggregate	110	110	100%	100%	27	27	100%
Summary Totals and Pass Rate	151	150	99%	99%	56	55	98%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of Redlands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	119	119	100%	100%	59	59	100%
Aggregate	119	119	100%	100%	59	59	100%
Professional Knowledge/Pedagogy							
RICA	89	87	98%	99%	22	20	91%
Aggregate	89	87	98%	99%	22	20	91%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	4	--	--	100%	8	--	--
CSET English II	4	--	--	100%	7	--	--
CSET English III	4	--	--	100%	8	--	--
CSET English IV	4	--	--	100%	7	--	--
CSET Math I	1	--	--	100%	6	--	--
CSET Math II	1	--	--	100%	6	--	--
CSET Math III	0	--	--	93%	3	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	99%	4	--	--
CSET Science II	1	--	--	99%	4	--	--
CSET Social Sci I	6	--	--	100%	3	--	--
CSET Social Sci II	6	--	--	100%	3	--	--
CSET Social Sci III	6	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	13	13	100%	99%	25	21	84%
Other Content Areas							
CSET MSE I	87	87	100%	100%	19	19	100%
CSET MSE II	87	85	98%	100%	19	19	100%
CSET MSE III	87	86	99%	100%	19	19	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	92	90	98%	100%	20	20	100%
Summary Totals and Pass Rate	119	116	97%	99%	60	54	90%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of Redlands**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of San Diego**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Diego is an independent Catholic institution located in San Diego, founded in 1949 by the Catholic bishop of San Diego and the sisters of the Religious Congregation of the Sacred Heart. In 1972 the colleges and law school merged to form the University of San Diego. Today, the USD is a nationally ranked institution with more than 7,000 undergraduate, graduate and law students. USD includes a School of Leadership and Education Sciences, a College of Arts and Sciences, a School of Nursing and Health Science, a School of Law, and a School of Business Administration and Engineering. USD offers the doctorate (Nursing D.N.P. and Education Ph.D.), the J.D. (Law), the master's degree in thirty fields, and undergraduate majors in thirty-five fields. USD's mission statement is: "The University of San Diego is committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service."

The mission of the School of Leadership and Education Sciences (SOLES) is derived from that of the University. It shares a commitment to principles associated with respect for human dignity. Faculty, students, and staff are dedicated to the pursuit of truth, academic excellence, and a community enriched by a diversity of viewpoints. This commitment manifests itself in a dedication to provide and instill consistent leadership regarding issues of social justice. As a result, faculty infuse all programs and courses with values, concepts, and themes that help students become knowledgeable, reflective, ethical, and committed leaders and advocates who improve the lives of others.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

SOLES' Department of Learning and Teaching prepares candidates in Multiple Subjects and Single Subject credentials, Level I and II Education Specialist credentials (including a Level II Deaf/Hard of Hearing credential offered in collaboration with the John Tracey Clinic in Los Angeles. M.Ed. and M.A.T. programs are also offered by the department. Teacher credential programs are open to USD undergraduate students and holders of bachelors degrees.

SOLES teacher candidates are assessed using the Performance Assessment for California Teachers (PACT). 2007-2008 program improvements: SOLES hosted a PACT Scorer Training to involve more full- and part-time faculty in the process. Also in 2007-2008, the diversity of candidates' fieldwork experience was enhanced by hirng five new student teaching supervisors.

Faculty and administration identified the coordination of field experiences for candidates as an area that needed examination and updating. The decision was made to reevaluate the structure and administration of candidate fieldwork experiences in Multiple and Single Subject credential programs.

Institution/Program: **University of San Diego**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

A new pathway to a single subject credential was approved in Spring 2008 and the first cohort was accepted for Fall 2008. The Masters Credential Program combines a Single Subject credential program with a masters degree in education which can be completed in 15 months. Program students will participate in in a full year of student teaching providing greater integration of theory and practice.

The Special Education program began preliminary preparations for developing the approval document for incorporating the English Language Learner in all Special Education programs. In addition, Special Education is preparing to integrate the 2009 Standards when they are approved.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sandiego.edu/soles/

Institution/Program: **University of San Diego**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	36	36	
Single Subject Candidates	44	44	
Education Specialist Candidates	40	35	5
Totals	120	115	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	30	30	
Single Subject Candidates	20	20	
Education Specialist Candidates	31	26	5
Totals	81	76	5

Institution/Program: University of San Diego

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	3		
Single Subject Programs	**6**		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	4		
Education Specialist Programs	**3**	**5**	
In Academic Positions with Rights and Responsibilities	0	1	
In Non-Academic Positions without Rights and Responsibilities	3	4	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	:1	:1
Single Subject Programs	16 :1	:1	:1
Education Specialist Programs	16 :1	16 :1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: University of San Diego

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	30	20	600
Education Specialist Programs	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	2

Institution/Program: University of San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	74	73	99%	100%	5	--	--
Aggregate	74	73	99%	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	50	50	100%	99%	3	--	--
Aggregate	50	50	100%	99%	3	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	1	--	--	99%	0	--	--
CSET Math II	1	--	--	99%	0	--	--
CSET Math III	1	--	--	95%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	12	11	92%	99%	0	--	--
Other Content Areas							
CSET MSE I	49	49	100%	100%	5	--	--
CSET MSE II	49	49	100%	100%	5	--	--
CSET MSE III	49	49	100%	100%	5	--	--
Aggregate	49	49	100%	100%	5	--	--
Summary Totals and Pass Rate	74	72	97%	99%	5	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of San Diego

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	109	109	100%	100%	7	--	--
Aggregate	109	109	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	73	72	99%	99%	6	--	--
Aggregate	73	72	99%	99%	6	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	26	26	100%	100%	5	--	--
CSET MSE II	26	26	100%	100%	5	--	--
CSET MSE III	26	26	100%	100%	5	--	--
MSAT (0140 + 0151)	2	--	--	100%	1	--	--
Aggregate	28	28	100%	100%	6	--	--
Summary Totals and Pass Rate	110	109	99%	99%	7	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of San Diego**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of San Francisco**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate education specialist and the multiple and single subject preliminary (SB 2042/1059) credentials with option to add a Bilingual (BCLAD) emphasis. The education specialist credential, in the Learning and Instruction Department, is a two year internship program. The Teacher Education program also provides internship opportunities in the multiple and single subject credential programs. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who will work for justice for all people and who will shape a multicultural world with creativity, generosity, and compassion.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Mild/Moderate Education Specialist Credential Program, a two-year on-the-job training program, is housed in the Learning and Instruction Department. Curriculum is taught by faculty and doctoral students in Special Education. Instruction is aligned with job demands. Upon completion of the 37-unit credential program, candidates are eligible to earn a Masters degree by completing 6 additional units. On an intern credential, candidates earn a teacher's salary and benefits. Scholarship funds are available (AmeriCorps Education Awards program).

The Multiple and Single Subject Preliminary (2042/1059) Credential Program, with option for a Bilingual emphasis (BCLAD in Spanish), is housed in the Teacher Education Department. An internship program, similar to the Special Education program, is available. It provides on-the-job training during which candidates earn a teacher's salary and benefits while completing credential requirements. Combined credential/masters programs vary in units depending on the options selected, but typically take two years. Masters options (6) include the Master of Arts in Teaching, Digital Media and Learning, Teaching English as a Second Language, Teaching Reading, and Catholic School Teaching or Catholic School Leadership. The curriculum focuses on foundational studies and emphasizes three core themes: philosophical inquiry into educational problems and practices, education as an instrument for promoting a more just society, and concern for the individual developmental needs of children and adolescents. Scholarship funds are available (Title VII grant, AmeriCorps Education Awards program).

Institution/Program: University of San Francisco

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.soe.usfca.edu/

Institution/Program: **University of San Francisco**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	137	128	9
Single Subject Candidates	118	83	35
Education Specialist Candidates	34	0	34
Totals	289	211	78

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	71	68	3
Single Subject Candidates	47	39	8
Education Specialist Candidates	32	0	32
Totals	150	107	43

Institution/Program: University of San Francisco

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**8**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	8	8	0
Single Subject Programs	**7**	**6**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	6	0
Education Specialist Programs	**0**	**23**	**0**
In Academic Positions with Rights and Responsibilities	0	3	0
In Non-Academic Positions without Rights and Responsibilities	0	20	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	32 :1	0 :1
Single Subject Programs	32 :1	32 :1	0 :1
Education Specialist Programs	0 :1	32 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: University of San Francisco

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	40	18	720
Education Specialist Programs	40	72	2,880

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	2

Institution/Program: University of San Francisco

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	58	58	100%	100%	28	28	100%
Aggregate	58	58	100%	100%	28	28	100%
Professional Knowledge/Pedagogy							
RICA	39	39	100%	99%	21	19	90%
Aggregate	39	39	100%	99%	21	19	90%
Academic Content Areas							
CSET English I	4	--	--	100%	1	--	--
CSET English II	4	--	--	100%	1	--	--
CSET English III	4	--	--	100%	1	--	--
CSET English IV	4	--	--	100%	1	--	--
CSET Math I	2	--	--	99%	2	--	--
CSET Math II	2	--	--	99%	2	--	--
CSET Math III	1	--	--	95%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	100%	1	--	--
CSET Social Sci I	1	--	--	100%	2	--	--
CSET Social Sci II	1	--	--	100%	2	--	--
CSET Social Sci III	1	--	--	100%	2	--	--
Aggregate	9	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	42	42	100%	100%	21	21	100%
CSET MSE II	42	42	100%	100%	21	21	100%
CSET MSE III	42	42	100%	100%	21	21	100%
Aggregate	42	42	100%	100%	21	21	100%
Summary Totals and Pass Rate	59	59	100%	99%	28	26	93%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of San Francisco

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

Test category	Regular Program Completers				Alt Route Program Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	155	154	99%	100%	29	29	100%
Aggregate	155	154	99%	100%	29	29	100%
Professional Knowledge/Pedagogy							
RICA	96	95	99%	99%	24	24	100%
Aggregate	96	95	99%	99%	24	24	100%
Academic Content Areas							
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	1	--	--
CSET Science I	2	--	--	99%	1	--	--
CSET Science II	2	--	--	99%	1	--	--
CSET Social Sci I	12	12	100%	100%	1	--	--
CSET Social Sci II	12	12	100%	100%	1	--	--
CSET Social Sci III	12	12	100%	100%	1	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	99%	0	--	--
Aggregate	26	25	96%	99%	3	--	--
Other Content Areas							
CSET MSE I	58	57	98%	100%	1	--	--
CSET MSE II	58	57	98%	100%	1	--	--
CSET MSE III	58	57	98%	100%	1	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	3	--	--	97%	0	--	--
Aggregate	68	66	97%	100%	1	--	--
Summary Totals and Pass Rate	155	151	97%	99%	29	29	100%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of San Francisco**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of Southern California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the USC Rossier School of Education to improve urban education locally, nationally, and globally. Educators in urban areas face a unique set of challenges, including poverty, density, mobility and immigration, strained social conditions around housing, healthcare and crime, and cultural and linguistic diversity. Urban education takes place within many contexts including prekindergarten through high school, in human services settings, in higher education and in diverse workplace settings.

We seek to transform urban education by:

•Preparing and developing educational leaders who are change agents with a commitment to improving urban education and competencies to address the complex educational and social issues facing urban communities.

•Leading the search for innovative, efficacious, and just solutions to the challenges in urban education by engaging in research on educational practices and policy.

•Creating mutually beneficial partnerships to rethink curriculum, improve educational environments, and develop sound policy.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Program qualities, which contribute to program excellence of the RSOE, can be viewed in the school's fidelity to the following principles – extensions of its conceptual framework:

1. All children have the potential to learn rigorous content and achieve high standards.
2. Our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence and which nurtures their unique talents and creativity, and incorporates the diversity of their experiences into the learning process.
3. We will graduate teachers who can support the intellectual, social, emotional, moral and physical development of students, respond with flexibility and professional judgment; and actively engage them in their own learning so they can use and generate knowledge in effective and powerful ways.
4. We believe teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn.
5. We believe professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.
6. We believe teachers' professional development occurs during the course of an entire career.

Institution/Program: University of Southern California

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The USC teacher preparation faculty has just completed a year self-study, culminating in the design of the new MAT@USC. The redesign of the MAT (Masters of Arts in Teaching) was intended to improve practice in the preparation of pre-service teachers in response to state requirements, emerging research trends in the field, and to follow the tradition of research universities of providing leadership models of exemplary practice in the field. The changes are based on agreement among the faculty about what constitutes problems with traditional methods of preparing teachers, referred to as "Problems of Practice". These "Problems of Practice" frame each syllabus, with regard to how the syllabus will cause teacher candidates to be aware of and address them within the content of the course.
The revisions are also based upon presenting teacher candidates' learning through a socio-cultural approach, so they in turn can understand this as an approach to present learning in their own future classroom. The socio-cultural approach is based upon the idea that 1) learning to teach must be anchored with an understanding of oneself, the learner and the community, 2) understanding learning is central to effective teaching, 3) good teaching is about creating relationships with children, and 4) teacher candidates' learning occurs when a program either elaborates or disrupts the cognitive schema that pre-service teachers enter the program with. The program highlights a focused inquiry approach, with purposeful questioning to help teacher candidates understand the complexities of teaching underserved populations.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.usc.edu/dept/education/academic/ugte/academic_ugte_program_mat.htm

Institution/Program: **University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	36	36	0
Education Specialist Candidates	0	0	0
Totals	79	79	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	43	0
Single Subject Candidates	36	36	0
Education Specialist Candidates	0	0	0
Totals	79	79	0

Institution/Program: **University of Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	0 :1	0 :1
Single Subject Programs	5 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: University of Southern California

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	28	616
Single Subject Programs	27.5	28	770
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	79	79	100%	100%	0	--	--
Aggregate	79	79	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	34	34	100%	99%	0	--	--
Aggregate	34	34	100%	99%	0	--	--
Academic Content Areas							
CSET English I	10	10	100%	100%	0	--	--
CSET English II	10	10	100%	100%	0	--	--
CSET English III	10	10	100%	100%	0	--	--
CSET English IV	10	10	100%	100%	0	--	--
CSET Math I	5	--	--	99%	0	--	--
CSET Math II	5	--	--	99%	0	--	--
CSET Math III	5	--	--	95%	0	--	--
CSET Music Subtest I	7	--	--	100%	0	--	--
CSET Music Subtest II	7	--	--	100%	0	--	--
CSET Music Subtest III	7	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	99%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
Aggregate	41	40	98%	99%	0	--	--
Other Content Areas							
CSET MSE I	34	34	100%	100%	0	--	--
CSET MSE II	34	34	100%	100%	0	--	--
CSET MSE III	34	34	100%	100%	0	--	--
Aggregate	34	34	100%	100%	0	--	--
Summary Totals and Pass Rate	79	78	99%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	62	61	98%	100%	0	--	--
Aggregate	62	61	98%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	52	52	100%	99%	0	--	--
Aggregate	52	52	100%	99%	0	--	--
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	99%	0	--	--
CSET Science II	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	52	51	98%	100%	0	--	--
CSET MSE II	52	51	98%	100%	0	--	--
CSET MSE III	52	52	100%	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
Aggregate	54	53	98%	100%	0	--	--
Summary Totals and Pass Rate	62	61	98%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of Southern California**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of the Pacific**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Gladys L. Benerd School of Education at the University of the Pacific prepares thoughtful, reflective practitioners at undergraduate, Master's, and doctoral degree levels for service to diverse school populations. School of Education faculty strive to research the needs of schools and communities and foster the intellectual and ethical development of professional education candidates through personalized learning experiences.

Our degree and credential programs in Multiple Subject, MS-BCLAD, Single Subject, Mild/Moderate and Moderate/Severe Disabilities prepare candidates to teach all students in CA schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, Spanish, Art, and Music. Undergraduate candidates complete a Liberal Studies major or a Single Subject content major, along with professional education coursework, during a four-year bachelor's degree program. Graduate candidates can pursue an M.Ed. to complete a preliminary credential. All teacher education programs emphasize content expertise, pedagogical skills, (especially with culturally diverse and special needs children and youth), teaching literacy and reading, instructional assessment skills, classroom technology skills, and commitment to teaching in public schools. Candidates benefit from field experiences and student teaching assignments in K-12 classrooms, primarily in ten school districts in the Stockton area of San Joaquin county. These schools reflect the richness and growth of ethnic, linguistic, and economic diversity in CA's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the CCTC & NCATE.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The teacher education credential programs used feedback surveys from cooperating teachers, student teachers, university supervisors, and graduates one year into their teaching positions. Data from our surveys were used for teacher education program review of courses and experiences. Program faculty focused on articulation among courses in teacher education to accommodate new assignments, new instructors, and to improve content delivery and field-based experiences. Also, the program sent instructors to the PACT consortium for the Teaching Performance Assessment system calibration. The faculty continued a pilot for fall semester 2007 through Spring 2008 for student teachers and interns to use the PACT Teaching Event.

We continued to work with teachers in the Lodi USD, providing cooperating teacher forums. We work with Aspire Schools for fieldwork placements in math and science. We continue field placements in selected Stockton USD schools.

The Education Specialist Program also developed signature assignments. Work on the English Language Authorization submission to CCTC was completed. Special topics courses in Autism and Bi-Polar Disorders were offered. A bachelor's degree program for paraprofessionals was continued with a new cohort group in Fall 2007.

Institution/Program: University of the Pacific

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The teacher education programs required the Performance Assessment for California Teachers (PACT)in the fall semester 2006 and continuing throughout 2007 to present with credential and master of education candidates. All student teachers and interns in the spring semester 2007, fall semester 2007, and spring semester 2008 completed the PACT Teaching Event protocol, again, as a pilot prior to full implementation targeted for fall semester 2008. Four program faculty were trained by the PACT consortium to do scoring of the Teaching Event/Experience protocol for literacy and mathematics in April and May 2007 and in February 2008. These scorers will score the PACT Teaching Event/Experience in fall semester 2008 and thereafter. A Teaching Performance Assessment will be required for new candidates after July 1, 2008.

The Curriculum and Instruction department completed CCTC program standards for the Multiple and Single Subject credentials (Standards 19, 20, and 21), due by January 1, 2008.

The new Biennal Report was completed according to deadlines for the orange group in the accreditation cycle for CCTC by October 15, 2008. Our program submitted our program documents and assessment plan on February 1, 2009.

The teacher education faculty revised prerequisite courses in the teacher education program to articulate themes, assignments, and assessments. New courses were submitted with new coding prefixes and course numbers in December 2008 to university committees. The Education Specialist programs will be revising courses and implemented changes based on revised and new standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.pacific.edu/education

Institution/Program: **University of the Pacific**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	131	130	1
Single Subject Candidates	64	60	4
Education Specialist Candidates	26	20	6
Totals	221	210	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	25	1
Single Subject Candidates	24	20	4
Education Specialist Candidates	8	2	6
Totals	58	47	11

Institution/Program: University of the Pacific

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**3**	**0**
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0
Single Subject Programs	**6**	**2**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	2	1	0
Education Specialist Programs	**2**	**2**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	27 :1	0 :1
Single Subject Programs	15 :1	27 :1	0 :1
Education Specialist Programs	15 :1	27 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **University of the Pacific**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	2

Institution/Program: University of the Pacific

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	47	47	100%	100%	10	10	100%
Aggregate	47	47	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	26	26	100%	99%	6	--	--
Aggregate	26	26	100%	99%	6	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	99%	1	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	1	--	--	99%	2	--	--
Other Content Areas							
CSET MSE I	25	25	100%	100%	5	--	--
CSET MSE II	25	25	100%	100%	5	--	--
CSET MSE III	25	25	100%	100%	5	--	--
Aggregate	25	25	100%	100%	5	--	--
Summary Totals and Pass Rate	47	47	100%	99%	11	11	100%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: University of the Pacific

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	57	57	100%	100%	7	--	--
Aggregate	57	57	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	37	36	97%	99%	3	--	--
Aggregate	37	36	97%	99%	3	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Aggregate	5	--	--	99%	2	--	--
Other Content Areas							
CSET MSE I	14	14	100%	100%	0	--	--
CSET MSE II	14	14	100%	100%	0	--	--
CSET MSE III	14	14	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	1	--	--
Physical Education S* (09)	1	--	--	97%	1	--	--
Aggregate	15	15	100%	100%	1	--	--
Summary Totals and Pass Rate	57	56	98%	99%	7	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **University of the Pacific**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Vanguard University of Southern California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Vanguard University's Graduate Program in Education is authorized by the California Commission on Teacher Credentialing under SB 2042 guidelines to offer a Multiple Subject Credential, Single Subject Credential and a 5th Year Clear Credential. Eligible students may apply their Vanguard University (VU)credential coursework or district induction work toward the Master of Arts in Education. The program is dedicated to a highly personalized approach to teacher education and graduate training.

The mission of the Graduate Program in Education is to provide a supportive, reflective learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.

A former Superintendent of Schools of a large urban district in Orange County commented, "What I love about teachers from Vanguard University is that they see teaching as a calling, and not just a job." This sense of calling permeates all aspects of teacher preparation at VU. Our institution is committed to preparing candidates to teach in schools with highly diverse student populations, such as those in our partner school districts.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Vanguard University offers students a community of support, personal attention, and challenging preparation for their calling to teach. Our belief is that every child is precious, full of potential, worthy of our best efforts, and capable of becoming thriving, contributing members of a colorful, culturally-diverse world. These core attributes and beliefs create the environment in which candidates can blossom and grow as they recognize their own worth and promise.

Candidates also find strong mutual support, since they travel as a cohort, developing strong collaborative relationships with their peers throughout their professional training. This strong mutual support is fostered and encouraged by Vanguard University faculty. The faculty includes outstanding scholar practitioners with doctoral degrees and excellent records of accomplishment.

Vanguard University's Teacher Education Advisory Council (TEAC), made up of teachers and administrators in local partner school districts (such as Newport Mesa Unified, Santa Ana Unified, Anaheim City, Saddleback Unified and Capistrano Unified School Districts), offers outstanding guidance to the program on issues of program quality and candidate preparation. Our University Supervisors and adjunct faculty members are of the highest quality. Our partnerships with local school districts are strong and continually growing.

Institution/Program: **Vanguard University of Southern California**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.graded.vanguard.edu

Institution/Program: **Vanguard University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	34	34	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	0	0	0
Totals	55	55	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	34	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	0	0	0
Totals	55	55	0

Institution/Program: **Vanguard University of Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Single Subject Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	0 :1	0 :1
Single Subject Programs	18 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Vanguard University of Southern California**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	25	16	400
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
Education Specialist Programs	0

Institution/Program: **Vanguard University of Southern California**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	55	55	100%	100%	0	--	--
Aggregate	55	55	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	34	33	97%	99%	0	--	--
Aggregate	34	33	97%	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	2	--	--	99%	0	--	--
CSET Math II	2	--	--	99%	0	--	--
CSET Sci III Bio/Life	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	34	34	100%	100%	0	--	--
CSET MSE II	34	34	100%	100%	0	--	--
CSET MSE III	34	34	100%	100%	0	--	--
CSET Physical Education Subtest I	3	--	--	99%	0	--	--
CSET Physical Education Subtest II	3	--	--	99%	0	--	--
CSET Physical Education Subtest III	3	--	--	99%	0	--	--
Aggregate	37	37	100%	100%	0	--	--
Summary Totals and Pass Rate	55	54	98%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: Vanguard University of Southern California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	59	59	100%	100%	0	--	--
Aggregate	59	59	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	38	38	100%	99%	0	--	--
Aggregate	38	38	100%	99%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	2	--	--	93%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	10	9	90%	99%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	100%	0	--	--
Summary Totals and Pass Rate	60	59	98%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Vanguard University of Southern California**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Western Governor's University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Western Governors University (WGU) is the only regionally accredited university in the U.S. offering competency-based, online degrees. WGU was founded by the governors of 11 western states (a number that has since grown to 19 member states) who anticipated the potential of distance learning technologies to assist in addressing one of their most pressing problems—rapid population growth confronted by limited public funds for educational services. The university was incorporated in 1997 and enrolled its first degree-seeking candidates in 1999. The Teachers College enrolled its first candidates in March of 2003, and has as a consistent element of its mission to be a truly national college of education, providing avenues for certification in all 50 states and the District of Columbia.

Institutional Vision and Mission: Western Governors University's vision is to deliver exemplary, lower-cost higher education opportunities; and, as a result, be recognized as the premier competency-based, online, and truly national university.
The mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Bachelor of Arts in Interdisciplinary Studies builds logically on the University's general education foundation. Currently, the program is approved for initial licensure in CA, TX, and NV. Over the past eighteen months, the program has gained acceptance in 19 additional states. As a result, through these program agreements and additional reciprocity agreements with other states, students matriculated in the elementary education pre-K – 8 B.A. degree programs are eligible for initial teacher licensure either through acceptance/approval or reciprocity in 48 of the US, Washington, DC and Guam. The path students take to licensure is carefully monitored by WGU-TC staff to assure that it is the most cost-effective and least duplicative for the student.

Our assessment items are of two types: 1) objective test items for comprehensive competency exams, and 2) performance tasks. The faculty helped to rewrite performance tasks, realign aspects of the grading rubrics and identify learning resources for sourcing the tasks. We hired outside writers to help our faculty write objective assessment items and align them to resources. Over the course of these six months, we will write, review and edit more than 1500 juried test items to flesh out our database while increasing our item pool. We apply a robust, multi-level review process of style, content, and contextual fit to all items we develop. This resulting increased item pool will enable multiple versions of each assessment that can be provided for our students.

Institution/Program: **Western Governor's University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Many challenges face us in the degree programs as we address credentialing and licensing students that complete our academic programs. Most universities license students in one state. We are working to license in all fifty states. Placing and supervising students wishing to certify in all fifty states (not to mention constant pressure to offer Demonstration Teaching experiences outside the fifty states) is a constant challenge to Teachers College staff. We are challenged on a daily basis to keep our processes up to date, require the appropriate assessments, and to keep the licensure processes as simple as possible for WGU students. Managing the many individual state requirements has required the addition of staff to the administrative arm of the Teachers College.

Perhaps the greatest challenge in the degree programs is articulating the nature of the program to prospective students. Student survey results indicate that students often find the programs confusing and they don't always know what to do next. Students enter WGU degree programs with an unreasonable sense of the time commitment one must make in order to complete their degrees and gain initial certification within 48 months (the traditional time to completion expectation for bachelor degree programs). Another area of frustration for students is the twelve-week requirement for Demonstration Teaching. Adult students with full-time jobs and family obligations have a difficult time quitting their jobs in order to complete this requirement.

We are scheduled for a March 2009 California site visit to review our multiple and single subject programs, as well as our internship programs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:

www.wgu.edu

Institution/Program: **Western Governor's University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	381	381	
Single Subject Candidates	210	210	
Education Specialist Candidates			
Totals	591	591	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	27	27	
Single Subject Candidates	15	15	
Education Specialist Candidates			
Totals	42	42	

Institution/Program: **Western Governor's University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**27**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	27		
Single Subject Programs	**15**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	15		
Education Specialist Programs	**0**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27 :1	:1	:1
Single Subject Programs	15 :1	:1	:1
Education Specialist Programs	:1	:1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Western Governor's University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	12	480
Single Subject Programs	40	12	480
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Western Governor's University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	38	37	97%	100%	0	--	--
Aggregate	38	37	97%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	21	20	95%	99%	0	--	--
Aggregate	21	20	95%	99%	0	--	--
Summary Totals and Pass Rate	39	38	97%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Western Governor's University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	2	--	--	100%	1	--	--
Aggregate	2	--	--	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	1	--	--	99%	0	--	--
Aggregate	1	--	--	99%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	100%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Aggregate	1	--	--	100%	0	--	--
Summary Totals and Pass Rate	2	--	--	99%	1	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Western Governor's University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Westmont College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.

DEFINING PRESUPPOSITIONS OF TEACHER EDUCATION AT WESTMONT COLLEGE

Teacher Education is a developmental process. Both learning and teaching are developmental in nature. Therefore, learning experiences must be meaningful and must intentionally contribute to the learner's lifelong cognitive, moral and personal development.

Teacher Ed should be reflective, integrational and balanced in nature. The best teachers are the best learners. They are able to make their own and their students' intellectual scaffolding. They do not throw aside time tested strategies as new approaches appear on the horizon, but rather evaluate and integrate to achieve an effective balance.

Teacher Ed must embrace all learners. Effective teachers recognize that they are called to meet the needs of all the students in their classroom regardless of ethnic, linguistic, racial, socioeconomic diversity and special needs.

Teacher Ed must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a sense of passion for teaching/learning and be concerned with shaping an ethical community within the classroom and the school environment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

PROGRAM DISTINCTIVES OF TEACHER EDUCATION AT WESTMONT COLLEGE

Small is good:

Teacher Education at Westmont is characterized by a small full time faculty who share responsibility for advising, teaching core curriculum and supervising student teachers. Cohorts of candidates are small as well, never more than 30 to 35 in the one year program.

Connectedness is essential:

Because the department is small, the faculty can provide connectedness in the following ways:

The Education Department is coherently connected to the College as a whole and finds the context of the Christian liberal arts an effective, supportive growing ground for teacher education.

Faculty in teacher preparation have chosen to work as a team. We see ourselves, not as researchers and specialists, but as practitioners, generalists and team players modeling the kind of collaboration and support needed in public school faculty. We also work as a team in reviewing and evaluating work of candidates and

Institution/Program: **Westmont College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.westmont.edu

Institution/Program: **Westmont College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	10	10	
Single Subject Candidates	1	1	
Education Specialist Candidates			
Totals	11	11	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	10	
Single Subject Candidates	1	1	
Education Specialist Candidates			
Totals	11	11	

Institution/Program: **Westmont College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	0 :1	0 :1
Single Subject Programs	1 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Westmont College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	16	560
Single Subject Programs	35	19	665
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	

Institution/Program: **Westmont College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	10	10	100%	100%	0	--	--
Aggregate	10	10	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	99%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Summary Totals and Pass Rate	10	10	100%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Westmont College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	99%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Summary Totals and Pass Rate	14	14	100%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Westmont College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Whittier College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whittier College, nationally recognized for its outstanding liberal arts curriculum, has a tradition of excellence in the preparation of teachers and school administrators. Undergraduates seeking to prepare for teaching careers develop subject matter expertise by completing a high quality academic major and an interdisciplinary liberal education curriculum. At both the undergraduate and graduate levels, an in-depth study of various pedagogical issues as well as theoretical and philosophical perspectives occurs within the context of the liberal arts.
Whittier College's education programs include an undergraduate minor in education, graduate credential, and Master of Arts in Education degree programs. Currently, the college offers the following Preliminary teacher credential preparation programs: (1) Multiple Subject and (2) Single Subject.
Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: (1) developing a constructivist approach to learning and teaching; (2) valuing cultural and linguistic diversity and supporting all students' learning; (3) establishing a climate which promotes fairness and respect, along with both independent and group learning; and (4) growing professionally by continually reflecting on one's practice and pursuing other opportunities for learning.
Teacher preparation programs at Whittier College are strongly supported by fieldwork experiences in local schools. Many of the program graduates choose to remain in the greater Los Angeles area serving children and youth in socio-economically, ethnically, and linguistically diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

Intensive and varied fieldwork experiences are embedded in all Whittier College teacher preparation coursework. Typical experiences include tutoring individual children in literacy skills; working with individuals and small groups of children in an after-school computer-based program; conducting interviews with students and families with respect to language and cultural issues; and observing and working in elementary and secondary classrooms. Broadoaks, a campus demonstration school renowned for its developmental program, provides additional opportunities for observation and supervised practice to both undergraduate and graduate students. Given the small size of teacher preparation classes and the commitment of full-time faculty to teach and supervise pre-professional fieldwork, Whittier College teacher candidates have high quality professional preparation experiences that closely connect theory and practice.

Cross-cultural perspectives are central to Whittier College's mission. A hallmark of the institution's programs is the diversity represented in our student body. Among teacher candidates, there are numerous ethnically and linguistically diverse, first-generation college students who are readily able to serve as role models to K-12 students with respect to emphasizing the value of education. A respect for diversity is also highlighted in departmental standards, which complement the current California Standards for the Teaching Profession. Throughout course work, field experiences, and student teaching, candidates are expected to demonstrate (1) respect for diverse perspectives;(2) commitment to fostering learning; and (3) equitable behavior toward all of the school community.

Institution/Program: **Whittier College**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

The California TPA (Teacher Performance Assessment)program has been fully implemented for all mutiple and single subject credential candidates. Department faculty members have participated in TPA assessor training to ensure that relevant practice and support for successful candidate completion of the tasks is imbedded in all credential coursework. In addition, review workshops are offered prior to each RICA (Reading Instruction Competencies Assessment)testing date for multiple subject candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.whittier.edu

Institution/Program: **Whittier College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	56	0
Single Subject Candidates	45	37	8
Education Specialist Candidates	0	0	0
Totals	101	93	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	25	25	0
Single Subject Candidates	15	7	8
Education Specialist Candidates			
Totals	40	32	8

Institution/Program: **Whittier College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject Programs	**4**	**4**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	4	4	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	:1	:1
Single Subject Programs	2 :1	2 :1	:1
Education Specialist Programs	:1	:1	:1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **Whittier College**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	30	15	450
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	

Institution/Program: **Whittier College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	31	31	100%	100%	8	--	--
Aggregate	31	31	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	0	--	--
Aggregate	24	24	100%	99%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	0	--	--	99%	2	--	--
CSET Math II	0	--	--	99%	2	--	--
CSET Math III	0	--	--	95%	1	--	--
CSET Sci III Bio/Life	1	--	--	99%	1	--	--
CSET Science I	1	--	--	100%	1	--	--
CSET Science II	1	--	--	100%	1	--	--
Aggregate	2	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	25	25	100%	100%	0	--	--
CSET MSE II	25	25	100%	100%	0	--	--
CSET MSE III	25	25	100%	100%	0	--	--
CSET Physical Education Subtest I	1	--	--	99%	0	--	--
CSET Physical Education Subtest II	1	--	--	99%	0	--	--
CSET Physical Education Subtest III	1	--	--	99%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Summary Totals and Pass Rate	32	32	100%	99%	8	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: Whittier College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	33	33	100%	100%	19	19	100%
Aggregate	33	33	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	22	22	100%	99%	1	--	--
Aggregate	22	22	100%	99%	1	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	1	--	--
CSET Math II	1	--	--	100%	1	--	--
CSET Math III	1	--	--	93%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	3	--	--	100%	2	--	--
CSET Social Sci II	3	--	--	100%	2	--	--
CSET Social Sci III	3	--	--	100%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	93%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	99%	0	--	--
Aggregate	6	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	1	--	--
CSET MSE II	15	15	100%	100%	1	--	--
CSET MSE III	15	15	100%	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	16	16	100%	100%	2	--	--
Summary Totals and Pass Rate	33	33	100%	99%	19	19	100%

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **Whittier College**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.

Institutional Report of Teacher Preparation Programs in 2007-2008
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **William Jessup University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

William Jessup University's Credentials with Character teacher preparation program prepares and supports professional educators for successful careers in both public and private school systems. The department is committed to instilling faith in the Bible, Jesus Christ, and the Church, while promoting a program that is recognized for excellence in the education community. Graduates of the Credentials with Character program will have the skills to engage students, make subject matter comprehensible, plan and adapt instruction, and assess student learning. As professional educators, they will be leaders on school campuses and strive to continue to develop as educators and people of faith.

The Credentials with Character (CWC) program is fully compliant with SB 2042 and has a focused emphasis on character education. The CWC program can be completed in either a four-year undergraduate or a one-year post-baccalaureate format. In the undergraduate format, the student completes concurrently a bachelor of arts degree with a major in liberal studies, a minor in Bible and theology, and the requirements leading to a recommendation for a California preliminary multiple subject teaching credential.

For those already possessing a regionally-accredited bachelor's degree, the CWC program is offered in a post-baccalaureate format.

The experienced faculty teaches and develops character growth in the candidate. Integration of faith and learning allows the candidate to grow personally and professionally, allowing each to develop into a positive change agent.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2007-2008

The Credentials with Character (CWC) program distinctives include:

* Christ-centered, faith-based courses
* Character development
* Experienced, highly educated faculty
* Smaller classes
* Personalized advising
* Accessible credential analyst
* Ample fieldwork opportunities in local school districts
* Institutional job fair
* Mock interviews for program completers
* High placement rate in public and private schools

The CWC program has required candidates to successfully complete all four TPA projects since the inception of the program at William Jessup University. The rigor of the preparation program has led to a high placement rate for graduates of the program.

Institution/Program: **William Jessup University**

Part A (continued):
Optional Qualitative Information about Each Teacher Preparation Program

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2007-2008

Upon recommendation of an outside consultant, student teaching fieldwork experience was expanded beginning Fall 2007 from ten weeks to eighteen weeks.

In order to improve transferability into the Credentials with Character undergraduate program, articulation agreements with area community colleges have been developed and posted on the www.jessup.edu website.

Additional TPA assessors were trained and calibrated to provide authentic input for program enhancement.

University goals were aligned with CCTC program standards and course content.

TPA projects are now submitted and scored electronically.

MOU's were established with partner schools.

University supervisors were added. Adjunct faculty have been given an expanded role regarding program improvements.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.jessup.edu

Institution/Program: **William Jessup University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2007-2008 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	56	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	56	56	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2007-2008

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	17	17	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	17	17	0

Institution/Program: **William Jessup University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Number of Supervising Teachers During 2007-2008
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2007-2008*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	0 :1	0 :1
Single Subject Programs	0 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

* *California teacher preparation programs do not typically have full-time supervisors. Ratios are based on budgetary equivalencies, which vary between programs. Therefore, caution should be exercised when making ratio comparisons between programs.*

Institution/Program: **William Jessup University**

Part B (continued): Quantitative Information about Each Teacher Preparation Program

Duration of Required Candidate Participation in Supervised Student Teaching During 2007-2008

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	18	450
Single Subject Programs	-	-	
Education Specialist Programs	-	-	

Duration of Required Candidate Participation in Intern Programs in 2007-2008

	Number of Years
Multiple Subject Programs	-
Single Subject Programs	-
Education Specialist Programs	-

Institution/Program: **William Jessup University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2007-2008

	Regular Program Completers				Alt Route Program Completers		
Test category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
Reading	17	17	100%	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	17	17	100%	99%	0	--	--
Aggregate	17	17	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	17	17	100%	100%	0	--	--
CSET MSE II	17	17	100%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
Aggregate	17	17	100%	100%	0	--	--
Summary Totals and Pass Rate	17	17	100%	99%	0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **William Jessup University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2004-2005 Cohort Update

	Regular Program Completers				Alt Route Program Completers		
Test category	**Number Tested**	**Number Passed**	**Pass Rate**	**Statewide Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--		0	--	--
Aggregate	0	--	--		0	--	--
Summary Totals and Pass Rate	0	--	--		0	--	--

[1] *Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates and quartile data. The effect of one candidate's performance can have a larger impact on smaller programs.*

Institution/Program: **William Jessup University**

Part D: Accreditation Status of the Teacher Preparation Program

This teacher preparation program is currently approved or accredited by the State of California, and is not designated as a "low performing" program as defined by the State.