

**California Commission on Teacher Credentialing**  
**Annual Report on**  
**California Teacher Preparation Programs**  
**Academic Year: 2001-02**

Office of Postsecondary Education  
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic Year: 2001-02

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State: **California**

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to report on the quality of teacher preparation to the Congress April of each year. Annual state and institutional report cards are due annually in October and April respectively.

The Secretarial report is due April of each year, with State reports due in October and teacher preparation program reports due in April. The 2001-2002 state reports to the Secretary are due on October 7, 2003. The Commission received the institutional report card data from teacher preparation programs on or before April 8, 2003.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for states to complete this information collection is estimated to average 765 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.



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## ***Introduction***

In October 1998, Congress passed and the President signed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included federal grant programs that advance efforts to improve the recruitment, preparation, and support of new teachers and mandated certain reporting requirements for institutions and states on 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. Section 207 of Title II requires institutions to submit to states, annual reports on 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 U.S. Department of Education 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 2003 in compliance with the Title II reporting requirements for states.

### **About the Commission**

The California Commission on Teacher Credentialing 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, the enforcement of professional practices of educators, and the discipline of credential holders 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 California Commission on Teacher Credentialing 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. The 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 10 times a year in open meetings to review policy initiatives, pending legislation, and to consider requests and appeals that fall within the statutory purview of the Commission. The Commission’s work remains central to the agenda that the governor and the Legislature have set to improve student achievement across California.

Members of the California Commission on Teacher Credentialing*	
Margaret Fortune, Chair Public Representative	Steve Lilly Faculty Member
Lawrence Madkins, Vice Chair Teacher	Alberto Vaca Teacher
Kristen Beckner Teacher	Karen Symms Gallagher Association of Independent California Colleges and Universities
Alan Bersin Administrator	Athena Waite Regents, University of California
Chellyn Boquiren Teacher	Sara Lundquist California Postsecondary Education Commission
Beth Hauk Teacher	Bill Wilson California State University
Elaine C. Johnson Public Representative	Os-Maun Rasul; Representative, Non-administrative Services
Leslie Littman Designee, Office of the Superintendent of Public Instruction	<b><i>*As of October 2003, there are four vacancies on the Commission</i></b>

## **The California Context**

The need for more highly qualified teachers is both a national and state concern. Throughout the nation, states are facing a growing demand for more teachers while also meeting the challenge of improving the quality of their teacher workforce.

The challenges facing California and its policy makers mirror those in other states and are compounded by dramatic enrollment growth, a culturally and linguistically diverse student population, the need to raise student achievement levels, and a technology-driven economy that requires a highly skilled workforce. Preparing California's students to be successful in the 21<sup>st</sup> century will require teachers who can create meaningful learning opportunities that will help students develop high-level skills and meet state academic content and achievement standards.

During the 2001-2002 school year, the California Department of Education reports that there were more than 6.1 million children enrolled in California's 8,915 public schools.<sup>1</sup> Student enrollment has grown by more than 25% during the last decade, contributing to a shortage of fully qualified teachers in California classrooms. The need for new, fully certified teachers in the state over the next decade to accommodate this growing student enrollment is expected to continue, particularly in hard-to-staff subject areas such as mathematics, science, and special education.

The California Department of Finance has reported 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.

More than 44% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 35% are white, approximately 10% are Asian, 8% are African American and 1% are Native Americans. Together, these students speak more than 57 different languages and more than 25% are English language learners. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

The twin challenges of growth and diversity have prompted California to expand its capacity to train educators while undertaking extensive efforts aimed at improving the recruitment, retention, and preparation of K-12 teachers. Over the past few years, institutions of higher education in California have increased the capacity of their teacher preparation programs, significant state funds have been allocated to support intern and pre-intern programs, and the state has fully funded an induction program for all beginning teachers.

California's numerous efforts to train a sufficient number of teachers to educate the state's growing K-12 student population have resulted in a significant increase in enrollment in teacher

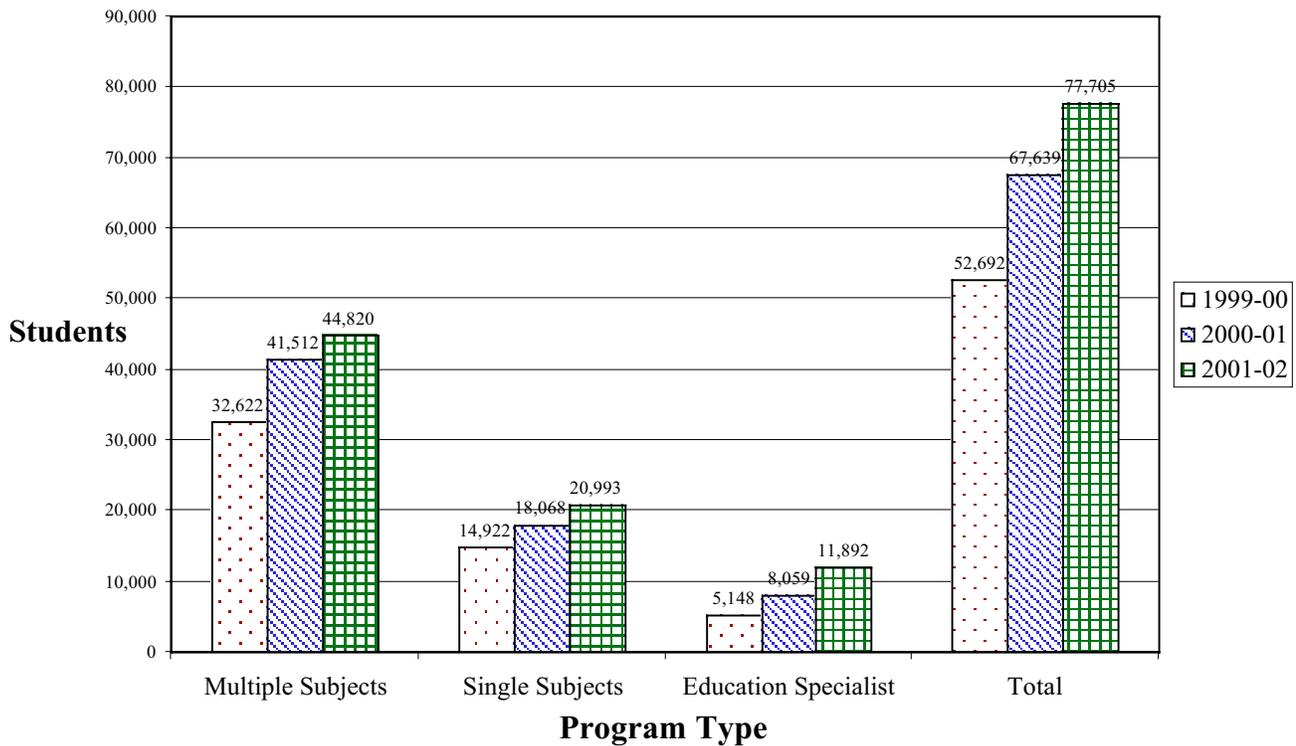
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<sup>1</sup> *Fact Book 2003 Handbook of Education Information*, California Department of Education, 2003

preparation programs. As the chart below indicates, enrollment in teacher preparation programs has increased since 1999-2000 by 47% to a total of 77,705 in 2001-02. Over the three-year reporting period, enrollment increased:

- 37% in programs leading to a multiple subjects credential,
- 41% in programs leading to the single subject credential; and
- 131% in programs leading to the education specialist credential.

## Teacher Preparation Program Enrollment



Passage of the federal Public Law 107-110: No Child Left Behind Act (NCLB), Act has required reconsideration of and revision to some of California’s teacher recruitment and preparation programs. The California State Board of Education and the state’s Commission on Teacher Credentialing are working cooperatively to align state regulations and certification requirements and with the requirements of NCLB.

## 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 program and teacher standards and the alignment of State teacher certification requirements and assessments with California's K-12 academic content standards;
  - Information on emergency permits and waivers of state certification requirements and the distribution of under-qualified teachers in high-poverty school districts; 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 and quartile rankings 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), Praxis and Single Subject Assessments for Teaching in the areas of agriculture, art, biological science, business, chemistry, English, geoscience, health, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science).
- Copies of institutional report cards that were submitted in April 2003. 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 2001-2002 reporting period; and
  - Pass-rate data for all assessments used by the state for initial credentialing.

## ***Teacher Certification in California***

Teachers must be certified by the California Commission on Teacher Credentialing (CCTC) in order to be employed in a California public school or by a public school district. California's credential structure is organized by subject matter and the classroom setting in which individuals teach rather than school setting or age group. Within this structure, the State has established certification tiers that ensure candidates meet certain requirements before advancing to the second level or Professional 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 Credential. The Commission issues credentials for other educational occupations requiring state certification, such as child development teachers, school counselors and school psychologists, school nurses, librarians, and administrators.

### **Subject Matter and Classroom Setting**

California's credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist teaching credential must hold a bachelor's degree in a subject other than Education and acquire pedagogy through a program of professional preparation. The State offers multiple routes into teaching including traditional one-year postbaccalaureate 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 are held to the same standards of quality and effectiveness and all programs include instruction in pedagogy and supervised teaching.

All credential applicants must obtain a college degree through a regionally accredited college or university in a subject other than education and demonstrate academic preparation in the subject matter in which they wish to teach. Candidates must also complete a Commission-approved teacher preparation program and receive a formal recommendation from the California college, university, or local educational agency where they completed the program.

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 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.

Single Subject Credential Content Areas	
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)*
English	Science: Chemistry
Health Science	Science: Chemistry (Specialized)*
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)*
Foreign Language	Science: Physics
Mathematics	Science: Physics (Specialized)*
Foundational Mathematics*	Social Science
Music	

\* *New Single Subject Credentials, adopted in 2003.*

The Education Specialist Instruction Credential authorizes individuals to teach students with certain disabilities. This credential is separated into six categories of specialization: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Visual Impairments, Deaf and Hard-of-Hearing, Physical and Health Impairments, and Early Childhood Special Education. Individuals seeking the Education Specialist Instruction Credential complete a special education preparation program that includes student teaching in the area of their chosen specialization.

The Designated Subjects credential authorizes teaching or service in technical, trade, or vocational courses or in courses organized primarily for adults. These credentials are based primarily on demonstrated experience in the subject matter and account for about 4% of the credentials issued by the Commission. Although candidates are required to complete a Commission-approved program of personalized preparation to qualify for a Professional Clear credential in this series, the focus of this report is on the requirements and preparation programs relating to the multiple subject, single subject, and education specialist credentials.

### **First and Second Level Certificates Requirements**

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

<b>Type A (Level I)</b>	<b>Type B (Level II)</b>
Preliminary Multiple Subject Credential	Professional Clear Multiple Subject Credential
Preliminary Single Subject Credential	Professional Clear Single Subject Credential
Preliminary Level I Education Specialist Credential	Professional Level II Education Specialist Credential

Type A or Level I credentials are issued to beginning teachers for a maximum of five years and are non-renewable. Candidates are expected to complete additional requirements for the Type B or Level II credential within the five-year period of the preliminary credential. These ancillary requirements differ for individuals pursuing credential under the Ryan Act versus those who pursue the new SB 2042 credential. For Ryan candidates: 1) a 5<sup>th</sup> year of academic study including 30 semester units or completion of a Commission-approved induction program, and 2) coursework in health education, special education, and computer education. For individuals pursuing the SB 2042 credential, options to complete the professional clear include:

- a Commission-approved Professional Teacher Induction Program offered by a college or university;
- an approved induction program offered by a school district, county office or consortia, or
- a Beginning Teacher Support and Assessment Program that met the pre-SB 2042 standards and coursework meeting the health education, special education, advanced computer technology, and English language learner requirements (AB 1059).

Although completion of an induction program is the preferred route to a professional clear credential for individuals pursuing an SB 2042 credential, current law continues to provide that the candidate may obtain a professional clear credential by completing the equivalent of one academic year of student post-baccalaureate coursework, including work that meets the statutory requirements for advanced health, special education, computer technology, and coursework or exam to meet the requirements of AB 1059 with respect to English language learners.

The completion of an individualized induction plan is required for candidates pursuing the Professional Level II Education Specialist Credential. The Professional Clear Multiple or Single Subject Credential and the Professional Level II Education Specialist Credential are issued for a maximum of five years and are renewable upon completion of 150 hours of professional development.

The Commission has established a set of requirements for the Preliminary and Professional Clear credentials for each of the three basic credential categories described above. A list of the

credential requirements for the Multiple Subject, Single Subject, and Education Specialist credentials is included in Table 1 on the following page.<sup>2</sup> Because this report is for the reporting period 2001-02, the requirements for obtaining a professional clear multiple or single subject credential under the provisions of the Ryan Act are reflected in the chart. Future charts will include SB 2042 requirements.

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<sup>2</sup> Detailed information about requirements for the preliminary or professional clear teaching credential may be found at [www.ctc.ca.gov/credentialinfo/credinfo.html](http://www.ctc.ca.gov/credentialinfo/credinfo.html).

**Table 1: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials, 2001-02**

Preliminary		Professional Clear	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	<ul style="list-style-type: none"> <li>• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university;</li> <li>• Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program*</li> <li>• Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor</li> <li>• Passage of the California Basic Educational Skills Test (CBEST);</li> <li>• Completion of a comprehensive reading instruction course;</li> <li>• Passage of the Reading Instruction Competence Assessment (RICA); and</li> <li>• Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution.</li> </ul>	Professional Clear Multiple Subject Teaching Credential	<ul style="list-style-type: none"> <li>• All the requirements for the Preliminary Multiple Subject Teaching Credential <i>and</i></li> <li>• Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program;</li> <li>• Successful completion of course in health education</li> <li>• Successful completion of a course in Special Education (Mainstreaming)</li> <li>• Successful completion of one or more courses on computer education</li> </ul>
Preliminary Single Subject Teaching Credential	<ul style="list-style-type: none"> <li>• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university;</li> <li>• Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program*</li> <li>• Completion of a professional teacher preparation program including student teaching and formal recommendation by the program sponsor</li> <li>• Passage of the California Basic Educational Skills Test (CBEST);</li> <li>• Completion of a comprehensive reading instruction course</li> <li>• Successful completion of a course or passage of an exam on the provisions and principles of the United States Constitution.</li> </ul>	Professional Clear Single Subject Teaching Credential	<ul style="list-style-type: none"> <li>• All the requirements for the Preliminary Single Subject Teaching Credential <i>and</i></li> <li>• Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program;</li> <li>• Successful completion of course in health education</li> <li>• Successful completion of a course in Special Education (Mainstreaming); and</li> <li>• Successful completion of one or more courses on computer education</li> </ul>
Preliminary Level I Education Specialist Instruction Credential	<ul style="list-style-type: none"> <li>• A baccalaureate or higher degree from a regionally accredited college or university;</li> <li>• Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program</li> <li>• Completion of a professional Education Specialist preparation program including student teaching and formal recommendation by the program sponsor</li> <li>• Passage of the California Basic Educational Skills Test (CBEST);</li> <li>• Completion of a comprehensive reading instruction course;</li> <li>• Passage of the Reading Instruction Competence Assessment (RICA);</li> <li>• Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and</li> <li>• An offer of employment from a local education agency.</li> </ul>	Professional Clear Level II Education Specialist Instruction Credential	<ul style="list-style-type: none"> <li>• All the requirements for the Preliminary Level I Education Specialist Teaching Credential <i>and</i></li> <li>• Completion of an individualized induction plan</li> <li>• Successful completion of course in health education</li> <li>• Successful completion of one or more courses on computer education</li> <li>• Verification of two years of successful experience <ul style="list-style-type: none"> <li>▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-accredited program through which the induction plan was completed.</li> </ul> </li> </ul>

\* To ensure alignment with the No Child Left Behind Act, the Commission on Teacher Credentialing is currently considering modifications to the means by which candidates can verify subject matter competence.

## Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. At the time of writing this report, several policy changes have either been implemented or are anticipated to be implemented related to the assessment of teacher candidates in California and will affect future Title II reporting. As such, this section discusses (1) the assessment requirements for the reporting period 2001-02; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) future assessment requirements including anticipated changes related to alignment with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

### *Requirements for 2001-02 Reporting Period*

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. All candidates are required to pass basic skills assessment in order to obtain a preliminary or professional clear teaching credential. California law requires 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 demonstrate professional knowledge and competency in reading instruction prior to attaining a preliminary or professional clear credential.

For initial teacher certification or licensure, California uses the following written tests or performance assessments, with passing scores as noted:

### *Assessment of Basic Skills*

Test Name	State Cut Score	Test Score Range
California Basic Educational Skills Test (CBEST) in three sections: <ul style="list-style-type: none"><li>▪ Math</li><li>▪ Reading</li><li>▪ Writing</li></ul>	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

The California Basic Educational Skills Test (CBEST) provides an assessment of a candidate's basic knowledge and skills in reading, mathematics, and writing that are necessary for the teaching profession. These skills are usually acquired through academic experience in high school or in the course of completing baccalaureate degree requirements.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation, 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 pass the CBEST before they can be recommended for an initial credential.

*Assessment of Professional Knowledge and Pedagogy*

<b>Test Name</b>	<b>State Cut Score</b>	<b>Test Score Range</b>
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	0-120
Video Performance Assessment	17	6-24

The Reading Instruction Competence Assessment (RICA) is designed specifically for testing professional knowledge 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.

The purpose of the RICA is to ensure that candidates for Multiple Subject Teaching Credentials and Education Specialist Instruction Credentials (Preliminary Level I or Professional Clear Level II) possess the necessary knowledge and skills for the provision of 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. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers around 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. Each video packet contains the videotaped instruction, a written instructional context form, and a written reflection form.

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. California Education Code Section 44283 requires that candidates for an initial Preliminary or Professional Clear Multiple Subject Teaching Credential and candidates for the initial Preliminary Level I or Professional Clear Level II Education Specialist Instruction Credentials (special education) pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential.

## Assessment of Subject Matter Knowledge

Significant changes are anticipated related to the demonstration of subject matter competence for all teacher candidates in order to align state requirements with the federal requirements under the NCLB Act. These changes are discussed later in this section and will also be included in future Title II reports. The section below addresses the requirements that were in place for the Title II reporting period 2001-02.

California requires candidates to be knowledgeable about the content area they will teach. Candidates who will teach multiple subjects in a self-contained classroom, generally in an elementary school setting, are required to demonstrate subject matter competency in elementary subjects, while candidates who will teach individual subjects in departmentalized classrooms are required to demonstrate subject matter competency in one of 16 specific content areas. Content knowledge is 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.

For 2001-02, California verified a 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. The content area examinations measure the skills, knowledge, and abilities candidates have acquired in specific subject areas, and are not acquired in a teacher preparation program. Approximately 62% of Multiple Subjects credential candidates and 34% of Single Subject credential candidates choose the subject matter examination option to demonstrate subject matter expertise. All other candidates satisfy 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:

<b>California Credentials Single Subject Matter Areas (2001-02)</b>	
Multiple Subjects	Music
Agriculture	Physical Education
Art	Science: Biological Science
Business	Science: Biological Science (Specialized)*
English	Science: Chemistry
Health	Science: Chemistry (Specialized)*
Home Economics	Science: Geoscience
Industrial and Technology Education	Science: Geoscience (Specialized)*
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)*
Foundational Mathematics*	Social Science

\* *New Single Subject Teaching Credentials, adopted in 2003.*

On the next page, Table 2 lists the examinations that are used to verify subject matter competence for Multiple Subject Teaching Credentials, Single Subject Teaching Credentials, and Education Specialist Instruction Credentials. Some content areas require candidates to take more than one exam.<sup>3</sup>

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<sup>3</sup> Additional information about subject matter examinations may be found on the Commission's website at: [www.ctc.ca.gov/profserv/examinfo/examinfo.html](http://www.ctc.ca.gov/profserv/examinfo/examinfo.html).

**Table 2: Subject Matter Examinations for Preliminary Credentials**

<b>Subject</b>	<b>Examination Name</b>
<b>Multiple Subject Credential and Education Specialist Credential</b>	Multiple Subjects Assessment for Teachers (MSAT)
<b>Single Subject Credentials and Education Specialist Credential</b>	
Agriculture	SSAT Agriculture
Art	SSAT Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms and Aesthetics
Business	SSAT Business
English	SSAT Literature & English Language Praxis II English Language, Literature and Composition: Essays
Health Science	SSAT Health Science
Home Economics	SSAT Home Economics
Industrial & Technology Education	SSAT Industrial and Technology Education
Languages Other than English	
- French	SSAT French Praxis II French: Productive Language Skills Praxis II French: Linguistic Literary and Cultural Analysis
- German	SSAT German
- Japanese	SSAT Japanese
- Korean	SSAT Korean
- Mandarin	SSAT Mandarin
- Punjabi	SSAT Punjabi
- Russian	SSAT Russian
- Spanish	SSAT Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis
- Vietnamese	SSAT Vietnamese
Mathematics	SSAT Mathematics Praxis II Mathematics: Proofs, Models and Problems, Part 1 Praxis II Mathematics: Proofs, Models and Problems, Part 2
Music	SSAT Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
Physical Education	SSAT Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
Science	SSAT General Science <i>Plus</i> :
- Biological Science	SSAT Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
- Chemistry	SSAT Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays
- Geosciences	SSAT Geoscience Praxis II General Science: Content Essays
- Physics	SSAT Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
Social Science	SSAT Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials

## *Performance Assessments*

<b>Test Name</b>	<b>State Cut Score</b>	<b>Test Score Range</b>
Reading Instruction Competence Assessment (RICA)		
Video Performance Assessment Option	17	6-24

As noted above, the Reading Instruction Competence Assessment is designed to test professional knowledge about the instruction of reading. Candidates have the option of taking the exam by either written examination or by a video performance assessment. Both options test the same sets of skills and knowledge in four domain areas. The Video Performance Assessment requires candidates to create three separate videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Only about 1% of candidates utilizes the video performance option when taking the RICA.

### *Transition to the California Subject Examination for Teachers (CSET)*

In January of 2003, the first administration of the California Subject Examination for Teachers (CSET) was offered. All teacher candidates satisfying the Multiple Subjects, English, Mathematics, Science, or Social Science subject matter requirement for California certification by examination will now have to take the CSET. A brief transition period for those candidates who have taken and passed various parts of the Single Subject Assessment for Teaching/Praxis II test was offered to allow those candidates final opportunities to pass the remainder of the relevant tests before being required to take the CSET examination beginning July 1, 2003. Future Title II reports will include pass rate data for CSET.

Currently, the Commission is developing new subject matter requirements and standards in the areas of music, physical education, languages other than English, and art. Alignment of the subject matter requirements and standards with the CSET examination for these four subject areas is also under development, and will be available to teacher candidates in fall 2004.

### *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 has completed the development of a model teaching performance assessment, the California Teaching Performance Assessment (CA TPA), that program sponsors may choose to embed in their programs. Pilot testing and field review of the model that includes both formative assessment data as well as summative assessment data for each credential candidate have been conducted. The assessment system includes 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. This assessment is discussed further in the next section of this report.

### *No Child Left Behind Related Actions*

During the summer of 2003, the California State Board of Education adopted a State Plan for addressing the requirements of the federal Public Law 107-110: No Child Left Behind Act (NCLB). The Commission on Teacher Credentialing, at its August meeting, took several actions in order to align credentialing requirements with the State Board adopted plan and the No Child Left Behind Act requirements. The State's Board's NCLB State Plan clarifies that all elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. As such, the Commission voted to adopt in concept a requirement that all new elementary teachers pass a Commission-approved subject matter test. The only currently approved examination is the California Subject Examination for Teachers: Multiple Subjects. Implementation issues surrounding this concept will be considered at the Commission's October meeting. Teachers "not new to the profession" who had previously satisfied the subject matter requirement through completion of a State-approved subject matter program and now must demonstrate subject matter mastery under the NCLB definition will also have the option to take and pass the CSET examination in order to demonstrate that subject matter mastery.

## ***Alignment of Standards & Assessments***

This section of the report provides a brief background of California's recent teacher preparation reform effort 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.

### **Teacher Preparation Reform in California**

Efforts to reform California's credential system began in 1992 when the Governor and the Legislature enacted legislation (SB 1422, Chapter 1245, Statutes of 1992, Bergeson) calling for the Commission on Teacher Credentialing 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 in 1998 (SB 2042, Chapter 548, Alpert/Mazzoni) 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 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 Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation;
- 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*; and
- The establishment of multiple routes into teaching that will meet the same high standards, including programs that "blend" pedagogy and subject matter courses into a single program.

The passage of SB 2042 served as the impetus for an extensive standards and assessment development effort designed to significantly improve the preparation of K-12 teacher candidates. Pursuant to statute, the new standards are aligned with the academic *Content Standards for California Public Schools K-12* and with 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.

After extensive input from California educators, administrators and policymakers, the Commission adopted four sets of new standards.<sup>4</sup> They are as follows:

- Standards of Quality and Effectiveness for Elementary Subject Matter Preparation, adopted September 2001.
- Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, adopted September 2001.
- Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation, adopted October 2001.
- Standards of Quality and Effectiveness for Professional Teacher Induction Programs, adopted March 2002.

Standards that govern the preparation of teachers working with special needs students were reviewed in 1996-1997. This review resulted in the establishment of standards for the Preliminary Level I Education Specialist Instruction Credential and the Professional Clear Level II Education Specialist Credential architecture that is currently in place.

In June of 2002, the professional teacher induction programs standards were also approved by the Superintendent of Public Instruction in accordance with California law.

During the two-year implementation period from 2001 to 2003, all currently approved Elementary Subject Matter Preparation Programs and all currently accredited Multiple and Single Subject Teacher Preparation programs, including Blended Programs, as well as all induction programs are required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. All programs must implement the new standards by December 31, 2003.

## **Standards and Criteria for Teacher Certification**

### *Standards for Prospective Teachers*

Subject matter preparation program standards exist in each of the following single-subject content areas: Agriculture, Art, Business, English, Health, Science, Home Economics, Industrial and Technology Education, Languages other than English, Mathematics, Music, Physical Education, Social Science, Driver Training, and Multiple Subjects (Elementary School Teaching).

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

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<sup>4</sup> Information about the Commission's new standards may be found at [www.ctc.ca.gov/profserv/progstan.html](http://www.ctc.ca.gov/profserv/progstan.html).

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential.<sup>5</sup> The Commission expects institutions to verify individual attainment of the standards prior to recommending a candidate for a teaching credential. Institutions and districts offering programs of professional preparation are expected to assess candidates in the following areas:

- Making Subject Matter Comprehensible to Students;
- Assessing Student Learning;
- Engaging and Supporting Students in Learning;
- Planning Instruction and Designing Learning Experiences for Students;
- Creating and Maintaining Effective Environments for Student Learning; and
- Developing as a Professional Educator.

The Commission requires institutions to determine that candidates have fulfilled the standards of professional competence. The teaching performance expectations described above form the basis for the development of teaching performance assessments that will be required for the Preliminary credential for all multiple subject and single subject candidates. Under SB 2042 performance assessment will be embedded in preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing developed model, the California Teacher Performance Assessment (CA TPA). The model will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candidates have successfully accomplished the performance tasks that comprise the CA TPA. All candidates will need to pass a performance assessment in order to be recommended for a preliminary credential.

The passage of SB 2042 in 1998 resulted in the adoption of new standards for teacher preparation that ensure the alignment of subject matter, preparation and induction standards for teachers with California's K-12 academic content standards. These standards were designed specifically to ensure that teacher preparation programs adequately prepare prospective teachers

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<sup>5</sup> A detailed description of the standards may found in the following documents:

*Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. California Commission on Teacher Credentialing. This document is available online at: [www.ctc.ca.gov/SB2042/SB2042\\_info.html](http://www.ctc.ca.gov/SB2042/SB2042_info.html).

*Standards of Quality and Effectiveness for Education Specialist Credential Programs*, Published by the California Commission on Teacher Credentialing, December 1996. Available on line at [www.ctc.ca.gov/educator-standards/speced.pdf](http://www.ctc.ca.gov/educator-standards/speced.pdf)

to effectively teach all students the content of the K-12 academic content standards and to use state-adopted instructional materials.

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.

Under SB 2042, emphasis programs that authorize candidates to work with certain populations are being reexamined. It is expected that the Early Childhood Education and the Middle Grades Emphasis programs will continue and their content will be integrated into program elements of the applicable new standards.

In addition, in California, teachers of English Language Learners must hold an appropriate credential document authorization for English language development, specially designed academic instruction delivered in English, or content instruction delivered in the primary language. These programs, which include the Crosscultural, Language, and Academic Development (CLAD) and Bilingual, Crosscultural, Language and Academic Development (BCLAD) programs will need to be reconfigured to conform to changes in applicable law. All Multiple and Single Subject programs that receive SB 2042 approval will also include instruction for the teaching of English Learners in the general education classroom, pursuant to AB 1059 (Chapter 711, Ducheny, Statutes of 1999).

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.

In June 2002, the Commission adopted new subject matter requirements for Mathematics, Science, History/Social Science, and English/Language Arts. These requirements 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 Council of Teachers of English, National Science Teachers Association.) 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 is currently developing new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. Fully aligned subject matter assessments in these four areas are currently under development and are expected to be available to teacher candidates in the fall of 2004.

And finally, the Standards of Quality and Effectiveness for Blended Programs of Undergraduate Teacher Preparation programs were adopted at the Commission's October 2001 meeting. These

standards have also been appended to the standards for Elementary Subject Matter Preparation and Professional Teacher Preparation Standards.

The Commission anticipates that the new standards will be implemented by all teacher preparation programs by no later than December 31, 2003.

### *Standards for Practicing Teachers*

In 1997, the Commission and the State Board of Education adopted, 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.<sup>6</sup>

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

In March 2002, the Commission adopted Standards of Quality and Effectiveness for Professional 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 Professional Teaching Credential.

In California induction programs may be offered by public and private 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 that is administered jointly by the Commission and the California Department of Education.

The Commission is currently in the process of approving the transition of California's approximately 150 BTSA programs to programs that are aligned with SB 2042 and the Commission's adopted standards for professional teacher induction programs. The Commission anticipates that the approval process for existing programs will be complete by the end of 2003. New programs of induction may be considered for approval by the Commission after December 31, 2003.

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<sup>6</sup> Additional information about the *California Standards for the Teaching Profession* may be found at the following website: [www.ctc.ca.gov/estpublication/estpreport.html](http://www.ctc.ca.gov/estpublication/estpreport.html)

## ***Standards and Assessments for Students in Public Schools***

The California State Board of Education has adopted a set of core academic content standards in four curriculum areas for students in kindergarten through grade 12: English-language arts, mathematics, history-social science, and science. 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.<sup>7</sup>

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 Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test designed for students whose native language is Spanish.

During the reporting period 2001-02, the Stanford 9 (SAT 9) was used rather than the CAT/6. The SAT 9 is a nationally normed multiple-choice achievement test. Public school students in grades 2 - 11 are tested in reading, language (written expression) and mathematics. Students in grades 2 - 8 are also tested in spelling, and students in grades 9 - 11 are tested in science and social science. The purpose of the SAT 9 was to determine how well California students are achieving academically compared to the national norm group of students tested. Beginning in 2003, the SAT 9 was replaced with the California Achievement Test, Sixth Edition Survey (CAT/6). It too is a nationally normed referenced test used to compare how California students are doing in relation to students of the same grade level nationwide.

The California Standards Tests 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 course specific.

### **Alignment of Teacher Credential Standards with California Student Content Standards**

SB 2042 requires that each candidate recommended for a credential or certificate demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils adopted pursuant to subdivision (a) of California Education Code Section 60605. The new, 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 to earning a preliminary credential – integrated programs of subject matter preparation and professional preparation, postbaccalaureate programs of professional preparation, and internship programs of professional preparation – reflect this requirement.

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<sup>7</sup> Additional information about California's academic content standards for students may be found at: [www.cde.ca.gov/board](http://www.cde.ca.gov/board)

## ***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 2001-2002 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 85 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 2001-2002 academic year.

### **Statewide Assessments used for Certification**

In accordance to 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 3 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. The verification of the basic skills and 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 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 performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

**Table 3: Description of the Assessments Used in the Report 2001-02**

<b>Assessment Categories</b>	<b>Examination Description</b>	<b>Who must take the examination(s)</b>	<b>When passage of the examination(s) is required</b>
Basic Skills	CBEST – the assessment of basic skills in reading, writing and math)	All multiple subject, single subject, and education specialist credential candidates	Before advancement to the supervised classroom teaching portion of the teacher preparation program
Professional Knowledge/Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of reading	All 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) -- SSAT and/or Praxis 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
Other Content Areas	Assessment of subject matter content knowledge (as specified by federal guidelines) -- SSAT and/or Praxis for multiple subject (MSAT), agriculture, business, health science, home economics, industrial technology education, and physical education.	Any multiple subject, 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

## **Institutional Pass-Rate Data for Academic Year 2001-2002**

Federal guidelines require states to include a quartile ranking of institutions based on pass-rate data of assessments used for initial certification or licensure. The quartile ranking for each teacher preparation program sponsor in the state is based on (1) the pass rate for each aggregate category of assessment, and (2) its summary pass rate. States are also required to report for each quartile the mean pass rate and the range. The summary pass rate calculations are based upon the number of candidates who took at least one assessment, and whether or not they passed all attempted assessments. The pass rates for the aggregate categories are based upon the number of candidates who attempted any assessment in the category and whether or not they passed all assessments they attempted in the category.

For purposes of the federal reporting, there is a distinction 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 State requirements:

- Possession of a baccalaureate degree or higher degree from a regionally-accredited institution of postsecondary education;
- Passage of the California Basic Educational Skills Test (CBEST);
- Completion of the subject matter requirement either by passing a subject matter examination or by completing a program of subject matter preparation;
- Completion of a course or passage of an examination in the principles and provisions of the United States Constitution;
- Passage of a criminal background screening as specified by the Commission;
- Passage of the Reading Instruction Competence Assessment (RICA) as a state requirement for the Multiple Subject Teaching Credential or the Education Specialist Credential (Level I).

The 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, California's report this year includes pass rate data for alternative routes to certification separately from those of "traditional" programs, consistent with Title II requirements. Pass-rate information for programs with less than ten program completers was not included. The quartile rankings are based on the total number of "program completers" who took and passed the required examinations during the 2001-2002 academic year.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Reference and Reporting Guide for*

*Preparing State and Institutional Reports on the Quality of Teacher Preparation.*<sup>8</sup> The methodology prescribed in the guide requires pass-rate percentages to be reported to the nearest whole percent, with ties to be included in the same quartile ranking. The resulting “adjusted quartiles” may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

**Caution should be exercised when interpreting aggregate pass rate data and quartile rankings for the summary and individual assessment categories.** Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates for the summary and 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 to become teachers.

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 and be in the first quartile if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, or RICA). But if one program completer did not pass all assessments, the institutional pass rate would be 95% and the program would be in the third quartile. If the same situation occurred in a program with 200 program completers, the overall pass rate would be 99.5%, and the program would remain in the first quartile.

Even though program sponsors ranked in the fourth quartile have lower pass rates than institutions in the upper quartiles, **institutions in the fourth quartile should not be considered low performing.** Overall program quality is determined by a variety of factors, including the extent to which programs meet standards of quality and effectiveness. The institutional reports included in Appendix B provide the necessary context for analyzing the merits and features of an individual teacher preparation program.

This year’s report differs from previous reports in that pass-rate data for alternative certification programs are reported separately from pass rate data for traditional teacher preparation programs. Such reporting is consistent with Title II requirements.

The overall summary pass rates for program sponsors for traditional teacher preparation programs for the 2001-2002 academic year are high, from 93% to 100%, and the differences in the mean pass rates between quartiles are small. The overall summary pass rates for alternative preparation programs are similar, ranging from 91% to 100%. These pass rates are reasonable as the 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 traditional preparation programs range from 94% to 100%. Pass rates for the RICA for alternative routes to certification are similar ranging from

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<sup>8</sup> A copy of this guide is available on the following website: [www.title2.org/guide.htm](http://www.title2.org/guide.htm)

87% to 100%. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist (Level I) credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by the CBEST and subject matter examinations is not acquired through the teacher preparation program. Due the nature of the CBEST and subject matter examinations, the expected pass rate was 100%. However, slight variances were found primarily due to administrative errors and/or reporting responsibilities.

***Statewide Certification data for 2001-2002***

**29,536** Total number of persons who received initial certification or licensure in the state during the 2001-2002 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

<b>Credential Type</b>	<b>Number</b>
Multiple Subject	18,259
Single Subject	8,936
Education Specialist	2,341

**5,629** Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2001-2002 academic year.

<b>Credential Type</b>	<b>Number</b>
Multiple Subject	2,640
Single Subject	2,497
Education Specialist	492

## ***Assessing the Performance of Preparation Programs***

The Commission maintains a comprehensive accreditation system that includes regular, rigorous reviews of the more than 80 colleges and universities and eight school districts that sponsor educator preparation programs. The Commission holds *all* teacher preparation programs to standards of quality and effectiveness.

This section of the report describes the Commission's accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State. By the end of 2003, the Commission anticipates that all accreditation of teacher preparation programs will conform to the provisions of SB 2042 and will have incorporated the standards of program quality and effectiveness adopted by the Commission in 2001 and 2002.

### **Criteria for Assessing the Performance of Teacher Preparation Programs**

The State has implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission has adopted a unitary accreditation system for the purpose of holding institutions accountable for the quality of their educator preparation programs. The Commission requires all sponsors of teacher preparation programs to meet the same standards of quality and effectiveness and believes that its standards for accreditation provide the strongest possible assurance that professional credentials are awarded only to individuals who have earned them.

The Commission's accreditation system is designed for the purposes of:

- Assuring the public, the students, and the profession that California's future educators have access to excellence in foundational studies, specialized preparation, and professional practice, and that these components of educator preparation are oriented to the needs of future elementary and secondary students;
- Ensuring that future educators have acquired the abilities and perspectives essential for service in public schools;
- Assuring that the preparation of future educators is appropriate for the assignments made in our public schools; and
- Contributing to a broader effort to enhance the personal stature and professional standing of all members of the education profession.

California's accreditation system is governed by an *Accreditation Framework* adopted by the Commission. This framework advances the quality of education preparation through the creation of an integrated accreditation and certification system. Under the

Commission's accreditation system, institutions are required to meet eight Common Standards of program quality and effectiveness that apply to all credential programs, and must also meet specific program standards of quality and effectiveness that apply to various educator preparation programs that may be offered.<sup>9</sup>

The State is in the process of implementing a standards-based teaching performance assessment that will be embedded in teacher preparation programs leading to a preliminary teaching credential.

### **Alignment with National Standards**

The Commission has established a partnership agreement with the National Council on the Accreditation of Teacher Education (NCATE) and regularly conducts merged accreditation visits for those institutions seeking national accreditation concurrently with state accreditation.

California's partnership with this national accrediting association provides for merged state and NCATE reviews of teacher education programs and institutions for the purpose of achieving savings in time, effort, and expense while promoting collaborative efforts to implement rigorous teacher preparation standards. One of the requirements of the agreement is for the State to demonstrate how its standards are aligned with the standards established by NCATE. For California institutions pursuing or seeking renewal of NCATE accreditation, the partnership has served to reduce the duplication of effort and paperwork that would otherwise occur under separate state and national reviews, by allowing institutions to submit a single set of documents for joint accreditation reviews.

### **Procedures for Evaluating Teacher Preparation Programs**

Accreditation visits are scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs are meeting established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review

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<sup>9</sup> Additional information about the Commission's standards for educator preparation programs may be found in the following documents:

*Standards of Quality and Effectiveness for Multiple and Single Subject Credentials*, California Commission on Teacher Credentialing. This document is available online at [www.ctc.ca.gov/profserv/progstan.html](http://www.ctc.ca.gov/profserv/progstan.html).

*Accreditation Handbook*, California Commission on Teacher Credentialing. This document is available online at: [www.ctc.ca.gov/coa/coa.html](http://www.ctc.ca.gov/coa/coa.html).

*Accreditation Framework*, California Commission on Teacher Credentialing. This document is available online at [www.ctc.ca.gov/coa/coa.html](http://www.ctc.ca.gov/coa/coa.html).

teams consisting of two to fifteen trained volunteers who are appointed from higher education and K-12 and generally reflect the range of programs offered at the institution. During the course of the accreditation visit, the review team gathers information about the quality of the education unit and credential programs at the institutions. Sources of information include written documents and interviews with institutional administrators, program faculty, enrolled candidates, field supervisors, recent graduates, employers of graduates, and program advisors. At the conclusion of the accreditation visit, the review team submits its recommendation to the Commission's Committee on Accreditation, which has the statutory authority to make the accreditation decision.

After reviewing the recommendation of an accreditation team and an appropriate institutional response, the Committee on Accreditation 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 Committee on Accreditation 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 Technical 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 Substantive 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 has 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 that are accredited with technical, substantive, or probationary stipulations are required to address the stipulations within one calendar year. Institutions are required to prepare a written report with appropriate documentation that the stipulations have been addressed. In the case of substantive 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. The report of the actions to address the stipulations and of the re-visit team is to be received and acted upon by the Committee on Accreditation within one calendar year of 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 Committee on Accreditation 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 Committee on Accreditation that includes the submission of a complete institutional self-study report. The self-study must clearly show how the institution has attended to all problems noted in the accreditation team report that recommended Denial of Accreditation.

### **Criteria Used to Classify Programs as Low Performing**

The Committee on Accreditation 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 Committee on Accreditation 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 review institution have been addressed.

*At Risk of Becoming Low Performing* – An institution that is determined by an accreditation review team and the Committee on Accreditation 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 no teacher preparation programs classified as low performing or as being at risk of being so classified.

### **Current Activities**

The Commission on Teacher Credentialing is currently engaged in reviewing its accreditation policies, processes, and procedures to ensure that they provides the most efficient and effective means to ensure quality in teacher preparation programs in California. Consistent with California Education Code, the Commission enlisted an independent evaluator to examine the accreditation process and to make appropriate recommendations. The Commission is in the process of reviewing a wide range of information related to the accreditation process, including the impact of changes that have resulted or will result in the realignment of the accreditation process with the federal Public Law 107-110: No Child Left Behind Act (NCLB), and anticipated changes in the reauthorized Higher Education Act. As a result, modifications to the existing system are possible for the future. Any changes to the system will be reported in future Title II reports.

## ***Waivers of State Certification Requirements***

During the 2001-2002 academic year, there were over 300,000 full-time teachers teaching in California's public schools.<sup>10</sup> Census 2000 revealed what most Californians already knew -- that the state's population had grown dramatically over the past decade. That rapid growth was accompanied by similar growth in enrollment in the state's public school system, such that California public schools now educate approximately 6.1 million school children. Both the rapidity of the growth and the size of the school age population, coupled with natural attrition in the profession, contributed to a teacher shortage in the state. Although California instituted several important initiatives and programs to recruit, prepare and retain qualified teachers, California's teacher shortage created a need for many schools and school districts to meet staffing needs through the employment of individuals who do not hold a teaching credential.

It is important to note that significant dialogue and debate is currently occurring at the highest levels of state government around the critical issue of how schools and districts can continue to meet staffing needs in the absence of a highly qualified teacher, as defined by Public Law 107-110: No Child Left Behind Act (NCLB). The State Board of Education has adopted the State Plan for meeting the requirements of the NCLB and the Commission on Teacher Credentialing is currently considering numerous policy and programmatic changes in order to align credentialing requirements with NCLB. Included among these changes are significant discussions about emergency permits and waivers. The Commission is working with the State Board of Education, school districts, and others to determine the most effective and efficient means to phase out emergency permits. Future Title II reports will include information about both the actions of the State Board of Education and the Commission on Teacher Credentialing as it relates to NCLB and Title II reporting requirements.

For purposes of Title II reporting, this section of the report describes the policies that apply to persons teaching without full certification – policies and procedures that were in place for the reporting period 2001-02. Again, future Title II reports will include more information about any changes that are enacted.

### **Provisions for Persons Teaching Without Full Certification**

#### *Description of Waiver Categories*

The Commission uses three types of documents that “waive” state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Emergency Permits, and Credential Waivers. Schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

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<sup>10</sup> *Fact Book 2003 – Handbook of Education Information*, California Department of Education, 2003.

Table 4 describes the different categories and terms California uses for temporary waivers of state certification requirements.<sup>11</sup> Each of the documents described below requires individuals to make progress toward completing the requirements for earning a teaching credential while providing schools and school districts with flexibility in handling short-term and unanticipated staffing needs when credentialed individuals are unavailable.

### *Determination of Need*

Schools or school districts that determine a need to hire personnel on an Emergency Permit or Waiver must submit a request in writing before the Commission will consider granting it. The Commission requires local employing agencies to file a Declaration of Need for Fully Qualified Educators with the Commission if they anticipate a need to hire non-credentialed individuals to temporarily fill teaching positions. Once the Declaration is on file, the employer may apply for emergency permits for qualified individuals. Employers who find the need to request a waiver of credential requirements in order to hire an individual to fill a short-term staffing need must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents.**

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<sup>11</sup> Additional information about Emergency Permits and waivers may be found on line at: [www.ctc.ca.gov/credentialinfo/credinfo.html](http://www.ctc.ca.gov/credentialinfo/credinfo.html)

**Table 4: Waivers of Credential Requirements 2001-2002**

<b>Category name:</b>	<b>Duration</b>	<b>Times renewable</b>	<b>Description, including requirements:</b>
Pre-Intern Certificate	1 Year	1	<p>The Pre-Intern Certificate is available to participants in approved pre-intern programs conducted by school districts and county offices of education. Individuals in a Pre-Intern Program have not met subject-matter requirements for entry into a credential program.</p> <p>Requirements:</p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p> <p>Specific subject matter requirements apply, depending on certificate requested.</p>
Emergency Permit	1 Year	4	<p>Emergency permits are valid for one year and authorize the holder to provide the same service as a full teaching credential. Employers applying on behalf of individuals for any of these permits must verify that those individuals have met several requirements before they may receive the permit. Some of these requirements are general to all types of emergency permits, while others are specific to the permit requested. All emergency permits require the holder to complete specific requirements in order to be eligible for a re-issuance of the emergency permit for another year.</p> <p>Requirements</p> <p>Possession of a baccalaureate or higher degree from a regionally accredited college or university; and</p> <p>Passage of the CBEST</p> <p>Specific subject matter requirements apply, depending on the permit requested</p>
Credential Waiver	Variable	1-3	<p>Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Employing agencies are permitted to request a credential waiver only when qualified individuals and interns are unavailable and the employer is unable to find an individual who qualifies for an emergency permit. Waivers are generally issued for one calendar year and the individual on the waiver must demonstrate progress toward a credential by completing an examination or coursework toward the credential before the employer can be granted a subsequent waiver.</p>

## Information on Waivers of State Certification or Licensure Requirements

The table below presents the aggregate number of individuals holding Pre-Intern Certificates, Emergency Permits, or Credential Waivers for each school district and for each grade level and subject area as of October 1, 2002. Individuals holding these documents serve in full-time, part-time, or long-term substitute teaching assignments. The table does not include the number of individuals who serve as day-to-day substitute teachers. Totals for individual subject areas may be higher than state totals due to individuals who are authorized to teach in more than one subject area. For example, the authorization for Bilingual Education requires certification in an additional subject area.

**Table 5: Classroom Teachers with Waivers, by Category as of October 1, 2002**

Reporting Categories	Total Number of Teachers <sup>12</sup>	Number of Teachers Not Fully Certified <sup>13</sup>	Number of Teachers Not Fully Certified but with Content Expertise <sup>14</sup>
State Totals	309,773	30,899	29,204
High-Poverty Districts <sup>15</sup>	94,897	13,229	13,047
All other Districts <sup>16</sup>	214,876	17,670	16,157
<b>Elementary Education</b>	142,593	12,584	12,500
<b>Arts</b> -- All levels	3,777	250	245
<b>Bilingual Education/ESL</b> -- All levels	154,650	6,302	6,274
<b>Special Education</b> -- All levels	26,451	7,350	3,827
<b>Career/Technical Education</b> -- All levels	5,388	8	8
<b>English/Language Arts</b> -- Middle, Jr. High, High School.	27,789	2,442	2,425
<b>Foreign Language Arts</b> -- Middle, Jr. High, High School.	5,238	658	626
<b>Mathematics</b> -- Middle, Jr. High, High School.	18,273	2,342	2,256
<b>Science</b> -- Middle, Jr. High, High School.	14,121	1,926	1,898
<b>Social Studies</b> -- Middle, Jr. High, High School.	15,451	1,502	1,496

<sup>12</sup> Data for "Total Number of Teachers" was obtained from the California Department of Education, California Basic Educational Data System (CBEDS) and is defined in Full Time Equivalent (FTE).

<sup>13</sup> Due to the possibility of a persons holding more than one credentialing document, counts for the demographic breakouts (e.g. Elementary Education, Art, etc.) may add up to more than the total.

<sup>14</sup> The numbers reported are consistent with the definition of content expertise in place during the response period. Future reports will be adjusted to reflect any changes that are enacted, as appropriate.

<sup>15</sup> The list of high-poverty districts in California may be found at: [www.title2.org/HighPoverty.htm](http://www.title2.org/HighPoverty.htm)

<sup>16</sup> A list of California's 1,054 school districts may be found at: [www.cde.ca.gov/schooldir](http://www.cde.ca.gov/schooldir)

## ***Alternative Paths to Certification***

In recent years, California's teacher shortage challenge has prompted significant public debate about the manner in which California recruits, prepares, and retains talented individuals in the teaching profession. California's governor and members of the Legislature have focused attention on identifying barriers that individuals face in becoming fully credentialed teachers and, as a result, have implemented a broad range of credential pathways. There is widespread recognition that the traditional route to a teaching credential, that is, a post-baccalaureate teacher preparation program, is often difficult, if not impossible for many prospective teachers. In particular, non-traditional students such as those with maturity, those making career changes, those with family obligations, or those who cannot afford to forfeit crucial income while they complete their credential requirements, may find the traditional route to be especially onerous. In many cases, these programs appeal to individuals with a good deal of work experience in other fields and for whom traditional teacher preparation programs (those with coursework followed by student teaching) may be less suited than an integrated, experiential-based program. Without options, otherwise talented individuals, many of whom have specialized skills in selected subject areas, may be dissuaded from pursuing a career in teaching.

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 of completing a one-year postbaccalaureate 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 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.

Perhaps the most common 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 school districts.

University internship programs are programs in which school districts, county office of education, and universities cooperate in providing 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-year programs operated by local school districts or county offices of education in consultation with accredited colleges and universities. These interns acquire teaching credentials by completing on-the-job training coupled with intensive professional development. Districts 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.

The Commission, in association with the Sacramento County Office of Education, also administers the Troops to Teachers Program. In addition, the Commission administers the Paraprofessional Training Program that is designed to assist para-educators in becoming certificated classroom teachers, and the Pre-Intern Program which assists candidates in meeting the subject matter requirements for credentialing. Together, this network of programs has assisted California by expanding the pool of prospective teachers, assisted districts in addressing teacher shortage, and assisted individuals by facilitating the process of becoming a fully credentialed teacher in California. Due to the requirements of Public Law 107-110: No Child Left Behind Act (NCLB), however, the Commission, at its August 2003 meeting took action to phase out the Pre-Intern program by 2005-06 for teachers of record. In addition, the Commission acted to continue the program after 2006, subject to funding, as a means to accelerate subject matter preparation for prospective teachers. It is anticipated that further discussion on the numerous issues related to the NCLB Act will continue and future Title II reports will include further information about any changes enacted by the State Board of Education and the Commission on Teacher Credentialing, as appropriate.

Legislation enacted in 2001, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become teachers by successfully completing tests and performance assessments 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, basic skills and character fitness to qualify for a credential.

Individuals then have the opportunity to "challenge" traditional teacher preparation course work by taking a national 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 the national test may enter a state-funded teacher internship program, and be eligible for early completion of the program by 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 internship supervisor based on the observations would be awarded a preliminary teaching credential. Candidates will also have an early completion option to earning a professional clear credential by completing the requirements of a state-approved induction program at a faster pace than traditionally required of the two-year program.

**Table 6: Alternative Certification Routes**

State Policies Concerning Alternative Credential Routes	Applicability
The state has approved one or more alternative routes to certification.	Yes
The state has approved alternative routes to certification, but is not currently implementing them.	No
The state is considering or has proposed alternative routes to certification.	Yes

## ***Improving Teacher Quality***

This section of the report describes steps taken during the past year 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.

SB 2042, discussed at length earlier in this report, is arguably the most comprehensive teacher education reform effort aimed at improving the quality of teaching in California in decades. The Commission's extensive efforts over the past few years to develop, adopt, and implement new standards for teacher preparation, for elementary subject matter preparation for the multiple subject credential, for blended programs, and for induction programs, by the end of 2003 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, will impact 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.

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

California's State Board of Education and the Commission on Teacher Credentialing have been working diligently over the past year to ensure compliance with the requirements in the federal Public Law 107-110: No Child Left Behind Act (NCLB). The State Board of Education adopted the State Plan for NCLB and the Commission on Teacher Credentialing has taken recent action to align California's teacher certification requirements with the State Board adopted plan.

The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. The Commission voted to adopt in concept a requirement that all new elementary teachers pass a Commission-approved subject matter test. The only currently approved examination is the California Subject Examination for Teachers (CSET): Multiple Subjects. In addition, the Commission is working with school districts and constituent organizations to determine the most effective means to phase out emergency permits. It is anticipated that both the State Board of Education and the Commission on Teacher Credentialing will continue to discuss issues related to NCLB and consider policy and programmatic changes. Future Title II reports will include further information about any changes enacted as they relate to NCLB and as are appropriate for Title II reporting.

Other actions taken by the Commission to realign certification programs and processes to the State Board's Plan and the new federal law were to develop 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. After 2006, the program may continue, subject to funding, as a means to accelerate subject matter preparation for prospective teachers.

Additionally, the Commission established the individualized Internship Certificate this year. An Individualized Internship Certificate is granted to an individual who completes subject matter competence and is admitted to a teacher preparation program, but who is unable to be placed in either a university or district intern program. The college or university and the employer are required to provide supervision for those individuals on the Individualized Internship Certificate.

### **Other Recent Efforts**

In 2002 the Commission sponsored SB 1656 and SB 1655. After the bills were approved by the Legislature, Governor Davis signed both measures into law.

Senate Bill 1656 protects California school children by closing gaps in current law governing credential holders and applicants convicted of sex offenses that require registration as sex offenders. Due to unclear wording in law, it was possible that a person convicted of a sex offense that requires the individual to register as a sex offender would not be subject to mandatory credential revocation or denial. Prior statutes did not adequately address situations where an individual is required to register as a sex offender under the law of another state or federal law. SB 1656 specifies that applicants or teachers required to register as sex offenders under other state or federal laws are not eligible for a California credential.

SB 1655 (Scott, Chapter 225, Statutes of 2002) created expedited alternative routes to preliminary and professional clear administrative services credentials. The Commission sponsored this measure to provide options for individuals who can demonstrate competence through alternative measures. SB 1655 allows the Commission to issue administrative services credentials to qualified individuals who meet the state's standards. Specifically, the law:

- Authorizes the Commission to issue a preliminary administrative services credential, when an individual (a) possesses a valid teaching or services credential, (b) completes at least three years of teaching or services experience and, (c) successfully passes a test adopted by the Commission that is aligned to state administrator preparation standards.

- Allows the Commission to issue a clear administrative services credential to someone who has the preliminary credential and either: (a) successfully completes a Commission accredited program, (b) demonstrates mastery of Commission accredited fieldwork performance standards, or (c) passes a national administrator performance assessment adopted by the Commission.

In addition to the two Commission sponsored bills, the governor also signed SB 2029 (Alarcón, Chapter1087, Statutes of 2002). This new statute allows district intern programs that satisfy Commission adopted standards to offer teaching credential programs in Special Education for Students with Mild/Moderate Disabilities.

## ***Overview of Institutional Reports***

The institutional report cards contained in Appendix B of this report represent the efforts of the 85 postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2001-2002 to comply with the institutional reporting requirements mandated by Title II of the Higher Education Act. The reports are consistent with the 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 2001-2002 reporting period; and
- Pass-rate data for all assessments used by the state for initial credentialing.

Institutions made their own decisions about the qualitative data included in the reports. 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 Academic Year 2001-2002***

**State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program  
Program Year 2001-2002**

Legend: T – Program completers who took any required exam  
P – Program completers who passed all required exam

% - Percent passed <sup>1</sup>  
Q – Quartile<sup>1</sup>

Program Sponsor	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas (Art, English, Language other than English, Math, Music, Social Science, and Science)				Other Content Areas: (Multiple Subject, (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Alliant International University	50	50	50	100	Q1	50	50	100	Q1	28	28	100	Q1	13	13	100	Q1	26	26	100	Q1
Antioch University	16	16	16	100	Q1	16	16	100	Q1	16	16	100	Q1					15	15	100	Q1
Azusa Pacific University	213	213	213	100	Q1	213	213	100	Q1	134	134	100	Q1	22	22	100	Q1	90	90	100	Q1
Bethany College - Assemblies of God	29	29	29	100	Q1	29	29	100	Q1	24	24	100	Q1	5				13	13	100	Q1
Biola University	54	53	53	100	Q1	53	53	100	Q1	32	32	100	Q1	6				9			
CA State Polytechnic Univ.-Pomona	293	293	288	98	Q2	291	291	100	Q1	186	182	98	Q3	10	10	100	Q1	112	111	99	Q2
California Baptist University	132	132	129	98	Q2	132	132	100	Q1	103	101	98	Q3	11	10	91	Q3	55	55	100	Q1
California Lutheran University	121	120	120	100	Q1	120	120	100	Q1	84	84	100	Q1	12	12	100	Q1	60	60	100	Q1
California Polytechnic State Univ.-SLO	175	175	175	100	Q1	175	175	100	Q1	100	100	100	Q1	4				23	23	100	Q1
Chapman University	1299	1299	1277	98	Q2	1299	1299	100	Q1	780	768	98	Q3	214	207	97	Q2	661	657	99	Q2
Christian Heritage College	45	45	45	100	Q1	45	45	100	Q1	38	38	100	Q1	5				29	29	100	Q1
Concordia University	94	94	92	98	Q2	94	94	100	Q1	67	66	99	Q2	14	14	100	Q1	49	48	98	Q3
CSU Bakersfield	375	375	363	97	Q3	375	374	100	Q1	278	267	96	Q4	20	20	100	Q1	89	89	100	Q1
CSU Chico	338	337	332	99	Q2	337	334	99	Q2	215	213	99	Q2	4				45	45	100	Q1
CSU Dominguez Hills	796	795	782	98	Q2	795	795	100	Q1	490	479	98	Q3	49	47	96	Q2	264	264	100	Q1
CSU Fresno	548	547	523	96	Q3	547	545	100	Q1	426	405	95	Q4	2				62	61	98	Q3
CSU Fullerton	579	579	578	100	Q1	579	578	100	Q1	451	451	100	Q1	2				280	280	100	Q1
CSU Hayward	187	187	187	100	Q1	187	187	100	Q1	153	153	100	Q1	15	15	100	Q1	68	68	100	Q1
CSU Long Beach	700	700	697	100	Q1	700	700	100	Q1	465	463	100	Q1	18	18	100	Q1	254	253	100	Q1
CSU Los Angeles	956	953	922	97	Q3	953	953	100	Q1	670	641	96	Q4	39	38	97	Q2	287	285	99	Q2
CSU Monterey Bay	147	147	147	100	Q1	147	147	100	Q1	118	118	100	Q1					43	43	100	Q1
CSU Northridge	858	857	844	98	Q2	857	857	100	Q1	590	582	99	Q2	38	35	92	Q3	366	364	99	Q2
CSU Sacramento	505	505	485	96	Q3	505	500	99	Q2	374	361	97	Q3	11	11	100	Q1	185	183	99	Q2
CSU San Bernardino	261	261	257	98	Q2	261	261	100	Q1	214	210	98	Q3	6				75	75	100	Q1
CSU San Marcos	385	385	382	99	Q2	385	385	100	Q1	329	326	99	Q2	26	26	100	Q1	129	129	100	Q1
CSU Stanislaus	338	338	327	97	Q3	338	337	100	Q1	295	285	97	Q3	7				59	59	100	Q1
Dominican University of California	121	121	119	98	Q2	121	121	100	Q1	81	80	99	Q2	12	11	92	Q3	30	30	100	Q1
Fresno Pacific University	66	66	64	97	Q3	66	66	100	Q1	50	48	96	Q4	6				13	13	100	Q1
Holy Names College	31	31	31	100	Q1	31	31	100	Q1	19	19	100	Q1	4				18	18	100	Q1
Hope International University	22	22	22	100	Q1	22	22	100	Q1	22	22	100	Q1					15	15	100	Q1
Humboldt State University	148	148	145	98	Q2	148	147	99	Q2	94	94	100	Q1	15	12	80	Q4	38	38	100	Q1

**State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program  
Program Year 2001-2002**

Legend: T – Program completers who took any required exam  
P – Program completers who passed all required exam

% - Percent passed<sup>1</sup>  
Q – Quartile<sup>1</sup>

Program Sponsor	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas : (Art, English, Languages other than English, Math, Music, Social Science and Science)				Other Content Areas: (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)						
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q			
InterAmerican College <sup>2</sup>	0																							
John F. Kennedy University	7	7				7				7											5			
La Sierra University	22	22	21	95	Q4	22	21	95	Q3	9				1							5			
Loyola Marymount University	120	120	117	98	Q2	120	120	100	Q1	90	89	99	Q2	20	19	95	Q2	46	45	98	Q3			
Mills College	54	54	50	93	Q4	54	54	100	Q1	29	29	100	Q1	19	16	84	Q4	27	26	96	Q4			
Mount Saint Mary's College	33	33	33	100	Q1	33	33	100	Q1	29	29	100	Q1	4							7			
National Hispanic University	47	47	44	94	Q4	47	44	94	Q4	31	30	97	Q3					18	18	100	Q1			
National University	2714	2713	2622	97	Q3	2711	2707	100	Q1	1775	1703	96	Q4	281	277	99	Q2	1486	1471	99	Q2			
New College of California	27	27	27	100	Q1	27	27	100	Q1	26	26	100	Q1											
Notre Dame de Namur University	36	36	36	100	Q1	36	36	100	Q1	28	28	100	Q1	2							18	18	100	Q1
Nova Southeastern University <sup>2</sup>	0																							
Occidental College	13	12	12	100	Q1	12	12	100	Q1	7				5							6			
Pacific Oaks College	45	45	43	96	Q3	45	45	100	Q1	43	42	98	Q3					42	41	98	Q3			
Pacific Union College	28	28	28	100	Q1	28	28	100	Q1	12	12	100	Q1	1							6			
Patten College	5	5				5				5											5			
Pepperdine University	244	243	243	100	Q1	243	243	100	Q1	199	199	100	Q1	17	17	100	Q1	135	135	100	Q1			
Point Loma Nazarene University	110	110	109	99	Q2	110	110	100	Q1	74	74	100	Q1	14	13	93	Q3	30	30	100	Q1			
Saint Mary's College of California	127	127	127	100	Q1	127	127	100	Q1	89	89	100	Q1	21	21	100	Q1	67	67	100	Q1			
San Diego State University	669	669	665	99	Q2	669	669	100	Q1	427	423	99	Q2	60	60	100	Q1	171	171	100	Q1			
San Francisco State University	500	500	473	95	Q4	500	498	100	Q1	319	307	96	Q4	54	44	81	Q4	239	234	98	Q3			
San Jose State University	384	384	369	96	Q3	384	384	100	Q1	269	257	96	Q4	25	22	88	Q4	172	171	99	Q2			
Santa Clara University	51	51	49	96	Q3	51	51	100	Q1	31	29	94	Q4	6							22	22	100	Q1
Simpson College	72	72	72	100	Q1	72	72	100	Q1	58	58	100	Q1	4							42	42	100	Q1
Sonoma State University	237	237	231	97	Q3	237	235	99	Q2	129	125	97	Q3	20	20	100	Q1	72	71	99	Q2			
Stanford University	55	55	55	100	Q1	55	55	100	Q1					45	45	100	Q1							
The Master's College and Seminary	23	23	23	100	Q1	23	23	100	Q1	15	15	100	Q1	7							4			
UC Berkeley	54	54	54	100	Q1	54	54	100	Q1	20	20	100	Q1	32	32	100	Q1	16	16	100	Q1			
UC Davis	103	102	98	96	Q3	102	102	100	Q1	70	69	99	Q2	16	13	81	Q4	50	50	100	Q1			
UC Irvine	115	115	113	98	Q2	114	114	100	Q1	75	75	100	Q1	35	33	94	Q3	68	68	100	Q1			
UC Los Angeles	174	174	174	100	Q1	174	174	100	Q1	98	98	100	Q1	45	45	100	Q1	69	69	100	Q1			
UC Riverside	89	89	88	99	Q2	89	89	100	Q1	63	62	98	Q3	12	12	100	Q1	19	19	100	Q1			
UC San Diego	50	50	50	100	Q1	50	50	100	Q1	50	50	100	Q1								40	40	100	Q1

**State-Level Aggregate and Summary Assessment Pass-Rate Data by Teacher Preparation Program  
Program Year 2001-2002**

Legend: T – Program completers who took any required exam  
P – Program completers who passed all required exam

% - Percent passed <sup>1</sup>  
Q – Quartile<sup>1</sup>

Program Sponsor	Total No. of Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas: (Art, English, Languages other than English, Math, Music, Social Science, and Science)				Other Content Areas: (Multiple Subject) (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
UC Santa Barbara	122	122	122	100	Q1	122	122	100	Q1	56	56	100	Q1	44	44	100	Q1	43	43	100	Q1
UC Santa Cruz	98	98	98	100	Q1	98	98	100	Q1	72	72	100	Q1	20	20	100	Q1	55	55	100	Q1
University of LaVerne	193	193	191	99	Q2	193	193	100	Q1	130	129	99	Q2	26	25	96	Q2	78	78	100	Q1
University of Phoenix-Los Angeles	102	102	98	96	Q3	102	102	100	Q1	101	97	96	Q4					80	80	100	Q1
University of Redlands	76	76	76	100	Q1	76	76	100	Q1	63	63	100	Q1	5				28	28	100	Q1
University of San Diego	77	77	77	100	Q1	77	77	100	Q1	60	60	100	Q1	5				10	10	100	Q1
University of San Francisco	99	99	98	99	Q2	99	99	100	Q1	71	70	99	Q2	14	14	100	Q1	51	51	100	Q1
University of Southern California	75	75	73	97	Q3	75	74	99	Q2	58	58	100	Q1	7				18	18	100	Q1
University of the Pacific	49	49	49	100	Q1	49	49	100	Q1	32	32	100	Q1	1				5			
Vanguard Univ of Southern California	45	45	45	100	Q1	45	45	100	Q1	30	30	100	Q1	1				13	13	100	Q1
Westmont College	11	11	11	100	Q1	11	11	100	Q1	10	10	100	Q1	1							
Whittier College	33	33	33	100	Q1	33	33	100	Q1	19	19	100	Q1	2				1			
Statewide Total	17070	17057	16703	98		17052	17025	100		11705	11452	98		1462	1415	97		6731	6692	99	
Q1--Range, Mean		(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100			
Q2--Range, Mean		(98%-99%) 98.4				(99%-99%) 99.0				(99%-99%) 99.0				(95%-99%) 96.7				(99%-99%) 99.0			
Q3--Range, Mean		(96%-97%) 96.5				(95%-98%) 95.0				(97%-98%) 97.6				(91%-94%) 92.4				(98%-98%) 98.0			
Q4--Range, Mean		(93%-95%) 94.2				(94%-94%) 94.0				(94%-96%) 95.7				(80%-90%) 82.8				(96%-97%) 96.0			

<sup>1</sup>Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a large impact on smaller programs.

<sup>2</sup>InterAmerican College and Nova Southeastern University did not have any program completers in 2000-2001, therefore are not included in the pass-rate table.

**State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification  
Program Year 2001-2002**

Legend: T – Program completers who took any required exam  
P – Program completers who passed all required exam

% - Percent passed <sup>1</sup>  
Q – Quartile<sup>1</sup>

Program Sponsor	Total No. of Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)			Other Content Areas: (Multiple Subject) (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	2	2			2											
Azusa Pacific University	164	164	158	96	164	163	99	154	148	96				61	61	100
CA State Polytechnic Univ.-Pomona	46	46	46	100	46	46	100	36	36	100	1			19	19	100
CALState Teach	307	307	304	99	306	306	100	307	304	99				237	237	100
CCTC Alt Cert	33	33	33	100	33	33	100	9			9			12	12	100
Chapman University	45	45	44	98	45	45	100	40	39	98				28	28	100
Claremont Graduate University	104	103	103	100	103	103	100	67	67	100	26	26	100	48	48	100
Compton USD	22	22	22	100	22	22	100	22	22	100						
Concordia University	1	1			1			1						1		
CSU Bakersfield	39	39	37	95	39	39	100	29	27	93	3			6		
CSU Chico	146	146	144	99	146	146	100	67	67	100	10	8	80	32	32	100
CSU Dominguez Hills	35	35	34	97	35	35	100	22	21	95	5			17	16	94
CSU Fresno	85	85	83	98	85	85	100	44	42	95	1			10	10	100
CSU Fullerton	130	130	128	98	130	130	100	70	68	97				28	28	100
CSU Hayward	199	199	198	99	199	199	100	119	118	99	35	35	100	73	73	100
CSU Long Beach	46	46	46	100	46	46	100	37	37	100				26	26	100
CSU Los Angeles	24	23	22	96	23	23	100	16	15	94				8		
CSU Monterey Bay	54	54	54	100	54	54	100	52	52	100				23	23	100
CSU Northridge	109	109	109	100	109	109	100	66	66	100	8			46	46	100
CSU Sacramento	81	81	81	100	81	81	100	61	61	100	3			37	37	100
CSU San Bernardino	418	418	399	95	418	418	100	314	295	94	22	22	100	105	105	100
CSU San Marcos	35	35	34	97	35	35	100	35	34	97				19	19	100
CSU Stanislaus	142	142	139	98	142	142	100	124	121	98	6			30	30	100
Dominican University of California	9	9			9			7			1			5		
Fresno Pacific University	32	32	32	100	32	32	100	19	19	100	4			9		
Holy Names College	6	6			6			6						6		

**State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification  
Program Year 2001-2002**

Legend: T – Program completers who took any required exam  
P – Program completers who passed all required exam

% - Percent passed <sup>1</sup>  
Q – Quartile<sup>1</sup>

Program Sponsor	Total No. of Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas (Art, English, Languages other than English, Math, Music, Social Science, and Science)			Other Content Areas (Multiple Subject (MSAT), Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education)		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
IMPACT	48	48	47	98	48	48	100	31	30	97	8			21	21	100
John F. Kennedy University	9	9			9			8			1			8		
Long Beach USD	26	26	26	100	26	26	100	25	25	100						
Los Angeles USD	432	432	430	100	432	432	100	345	343	99	74	74	100	341	341	100
National Hispanic University	44	44	44	100	44	44	100	43	43	100				27	27	100
National University	95	93	93	100	93	93	100	43	43	100	3			8		
Notre Dame de Namur University	61	61	61	100	61	61	100	24	24	100	12	12	100	22	22	100
Ontario/Montclair USD	23	23	23	100	22	22	100	23	23	100				16	16	100
Orange County District Intern Consortium	17	17	17	100	17	17	100	17	17	100				17	17	100
Pacific Oaks College	8	8			8			7						7		
Patten College	8	8			8			8						7		
Point Loma Nazarene University	21	21	21	100	21	21	100	12	12	100	3			9		
Project Pipeline	51	51	51	100	51	51	100	27	27	100	11	11	100	19	19	100
San Diego City USD	31	31	31	100	31	31	100	31	31	100				20	20	100
San Diego State University	86	86	83	97	86	86	100	62	59	95	3			28	28	100
San Francisco State University	46	46	46	100	46	46	100	36	36	100	6			22	22	100
San Jose State University	56	56	56	100	56	56	100	43	43	100	1			25	25	100
Santa Clara University	28	28	28	100	28	28	100	15	15	100	5			9		
Sonoma State University	2	2			2											
UC Berkeley	24	24	24	100	24	24	100	24	24	100				21	21	100
UC Irvine	28	27	27	100	27	27	100	13	13	100	14	14	100	12	12	100
UC Los Angeles	40	40	40	100	40	40	100	35	35	100	4			29	29	100
UC Riverside	37	37	37	100	37	37	100	25	25	100	6			11	11	100
UC San Diego	25	25	25	100	25	25	100				7					
University of LaVerne	32	32	29	91	32	32	100	23	20	87	2			8		
University of Redlands	63	63	62	98	63	63	100	31	30	97	14	14	100	21	21	100
University of San Francisco	14	13	13	100	13	13	100	8								
University of the Pacific	18	18	18	100	18	18	100	5			4			1		
Whittier College	27	27	27	100	27	27	100	26	26	100				15	15	100
Statewide Total	3714	3708	3653	99	3706	3705	100	2714	2661	98	312	310	99	1610	1609	100

<sup>1</sup>Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a large impact on smaller programs.

## **Appendix B**

### ***Institutional Reports for Academic Year 2001-2002***

**(Note: Due to its size, this section of the report is not included in the printed version of this agenda item. It is available for viewing, however, on the Commission's web site at [www.ctc.ca.gov](http://www.ctc.ca.gov) in the section for agenda October 2003 agenda items. for viewing)**

# Institutional Report of Teacher Preparation Programs in 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

**Institution/Program:** CA 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 17,000 students in bachelor's and master's degree programs in the Colleges of Agriculture, Architecture and Environmental Design, Business, Engineering, Liberal Arts, and Science and Mathematics, as well as in post-baccalaureate credential and master's degree programs in the University Center for Teacher Education. The mission of the UCTE is to prepare teachers and educational professionals for California's diverse public school population through an all university approach to teacher preparation. Cal Poly's "learn by doing" philosophy is translated by UCTE into dynamic school-university partnerships that emphasize quality teaching, current educational practice, applied research, and a strong commitment to serve the community. Accredited by the California Commission on Teacher Credentialing, our programs provide teacher education and education specialist students with unique, direct involvement in the best practices of instruction, and in the latest applications of discoveries about learning, assessment, and schooling. Cal Poly is the only California university member of the prestigious National Network for Educational Renewal and as such is dedicated to the NNER's agenda for education in a democracy: access to knowledge for all students, stewardship of schools, nurturing pedagogy, and enculturation into the principles of a social and political democracy.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Cal Poly's teaching credential programs continue to attract top students from throughout the western region. Academic requirements are rigorous. Applicants to the elementary, secondary, and 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, either by completing a CCTC approved course sequence as part of an undergraduate degree or by passing the appropriate Praxis Series or SSAT examinations. 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. 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 new computers-in-education focus acquaints candidates with cutting edge strategies for using computers to boost student achievement. Dedicated teacher education faculty are an interdisciplinary team at Cal Poly, some based in the University Center for Teacher Education itself and others in the Colleges of Agriculture, 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.

**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 2001-2002**

A number of innovative initiatives are moving forward at Cal Poly's University Center for Teacher Education. Multiple subject (elementary) candidates now have the option of either the traditional post-baccalaureate or a new blended program. This "four-plus-one" program will prepare undergraduate Liberal Studies majors for elementary school teaching in four years plus one quarter by blending together subject matter and professional education coursework with field experience and student teaching. The first cohort of blended program students advanced through assigned early field experiences, preparing them for methods instruction. Meanwhile, the recently revised single subject (secondary) curriculum focuses on core subject matter instruction strategies, linking subject matter coursework with education coursework, incorporating English Language Learner and technology preparation as a new in-depth features. In Special Education, the Education Specialist Level II advanced credential program in both mild-moderate and moderate-severe is continuing to attract new students, and the program faculty has proposed a new blended credential program for special educators to be structured like the elementary blended program. Finally, all of Cal Poly's teaching credential curricula are undergoing review to meet rigorous new California Commission on Teacher Credentialing standards to be implemented as early as fall of 2003, and the UCTE plans to move much of its admissions, reporting, and advising information into a user friendly, web-based processing system. 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:  
[www.ucte.calpoly.edu](http://www.ucte.calpoly.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	189	189	0
Single Subject Candidates	89	89	0
Education Specialist Candidates	28	28	0
Totals	306	306	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	100	100	0
Single Subject Candidates	89	89	0
Education Specialist Candidates	28	28	0
Totals	217	217	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>21</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	21	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Single Subject Programs</b>	<b>18</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	18	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>3</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	0 :1	0 :1
Single Subject Programs	15 :1	0 :1	0 :1
Education Specialist Programs	15 :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:** CA 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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	20	480
Single Subject Programs	23	19	437
Education Specialist Programs	20	30	600

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

**Institution/Program: CA 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>175</b>	<b>175</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	175	175	100%	100%
Aggregate	175	175	100%	100%
Professional Knowledge/Pedagogy				
RICA	100	100	100%	98%
Aggregate	100	100	100%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Aggregate	4	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	23	23	100%	100%
Aggregate	23	23	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CA State Polytechnic Univ - Pomona**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

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

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The basic credential programs emphasize the integration of theory and practice in the study of education foundations, curriculum, methodology, and the teaching of reading. The emphasis on the teaching of reading has a dual focus: the pedagogy of learning to read and the pedagogy of application to content and context: reading to learn. The basic programs are organized in the four areas of program prerequisites, foundations, methods and directed teaching. The preparation of teachers at Cal Poly Pomona is a university-wide function. Increased field experiences and service learning components provide students with opportunities for professional observation, initial practice, and increased practical responsibilities in diverse educational and community settings. Credential programs at Cal Poly Pomona may be completed with supervised directed teaching in assigned classrooms for regular student teachers. The directed teaching requirement for regular student teachers includes two 10-week quarters of full-day teaching. This requirement also applies to students enrolled in the one-year internship program. Students enrolled in the two-year internship program may complete up to four 10-week quarters of supervised directed teaching.

**Institution/Program: CA State Polytechnic Univ - 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 2001-2002

- \* Is adopting the new standards for Quality and Effectiveness for Elementary Subject Matter Program
- \* Is an early adopter of SB 2042 standards of Quality and Effectiveness for Multiple and Single Subject Teacher Preparation programs
- \* There has been a substantial increase in on-line courses offered in the teacher credential program
- \* Community and professional outreach programs continue through several grant projects including "Building Bonds", Teacher Aides Path to Teaching (TAPT)" and "CAPI."

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csupomona.edu/~ceis](http://www.csupomona.edu/~ceis)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	533	477	56
Single Subject Candidates	326	306	20
Education Specialist Candidates	147	116	31
Totals	1,006	899	107

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	300	244	56
Single Subject Candidates	116	96	20
Education Specialist Candidates	83	52	31
Totals	499	392	107

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>39</b>	<b>19</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	11	5	0
In Non-Academic Positions without Rights and Responsibilities	28	14	0
<b>Single Subject Programs</b>	<b>22</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	12	3	0
In Non-Academic Positions without Rights and Responsibilities	10	4	0
<b>Education Specialist Programs</b>	<b>11</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	8	6	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22 :1	12 :1	0 :1
Single Subject Programs	14 :1	14 :1	0 :1
Education Specialist Programs	18 :1	12 :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: CA State Polytechnic Univ - Pomona**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

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

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	.5 to 2
Single Subject Programs	.5 to 2
Education Specialist Programs	.5 to 2

**Institution/Program: CA State Polytechnic Univ - 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>339</b>	<b>334</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	337	337	100%	100%
Aggregate	337	337	100%	100%
Professional Knowledge/Pedagogy				
RICA	222	218	98%	98%
Aggregate	222	218	98%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	11	11	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	129	128	99%	100%
Agriculture SSAT (14)	1	--	--	100%
Home Economics SSAT (17)	1	--	--	95%
Aggregate	131	130	99%	100%

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

**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 2001-2002 (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 Subjects teaching credential. Available to individuals residing and teaching in any geographic location in California, CalStateTEACH is specifically designed to serve uncredentialed teachers hired in public or private elementary school settings. Effective Fall 2002, CalStateTEACH also offers a student teaching option for candidates who are not employed teachers.

The CalStateTEACH program is designed to serve those who want to earn a Multiple Subjects credential but are unable to access campus programs due to personal circumstances or because they live beyond commuting distance to a university. The program integrates the theory and practice of teaching with daily teaching experiences. There is one curriculum that is implemented Statewide. The program is delivered through regional centers located at four California State University (CSU) Lead Campuses.

CalStateTEACH is a program of supported, independent learning in which candidates work in small groups, guided by CSU faculty as well as by 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, six all-day Saturday seminars are required during the program. After successfully completing the 16-22 month program and passing State required exams, candidates earn a California Preliminary Teaching Credential and 40 semester units of credit.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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-based experiences and student teaching. Through fieldwork experiences or through teaching in their own classrooms, candidates are quickly immersed in all aspects of teaching such as lesson planning, classroom management, assessment of students, and developing effective relationships with staff and parents. Thus the candidates are introduced to critical knowledge and skills at the beginning, and those initial understandings are built on and extended until the entire program is completed.

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

Assessment in the program is outcomes-based. Candidates are evaluated according to the thirteen domains of the California Teaching Performance Expectations and the six domains of the California Standards for the Teaching Profession.

**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 2001-2002**

CalStateTEACH has recently revised its program to meet the new SB 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs in California. The revised program includes preparation to work with English learners and will be in effect Fall 2003. The program has also expanded its web-based support for lesson, unit and portfolio development.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.calstateteach.net](http://www.calstateteach.net)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	952		952
Single Subject Candidates			
Education Specialist Candidates			
Totals	952		952

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	952		952
Single Subject Candidates			
Education Specialist Candidates			
Totals	952		952

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		<b>82</b>	
In Academic Positions with Rights and Responsibilities		82	
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 2001-2002\*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	16	71	1136
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1.5
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>307</b>	<b>304</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	306	306	100%	100%
Aggregate	306	306	100%	100%
Professional Knowledge/Pedagogy				
RICA	307	304	99%	98%
Aggregate	307	304	99%	98%
Other Content Areas				
MSAT (0140 + 0151)	237	237	100%	100%
Aggregate	237	237	100%	100%

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

**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 2001-2002 (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:

California State University, Bakersfield is located in the petroleum and agriculture-rich county of Kern. The School of Education's mission is to strengthen the foundations of democracy and equal educational opportunity through quality programs that prepare committed education professionals in the context of a linguistically and culturally pluralistic society. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CTC). Teacher credential programs for Multiple and Single Subjects and Mild/Moderate or Moderate/Severe Disabilities value confluent educational approaches which prepare caring and reflective professionals who will nurture and promote the emotional, social, and physical well being of all students in addition to their academic skills.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Teacher credential programs strive to be coherent and cohesive in order to provide students with meaningful coursework and relevant field experiences that build upon solid research and philosophical foundations. The collaborative nature of our programs promote positive features such as: Distinguished teachers-in-residence, ample field-experiences, joint membership on advisory boards, external grant partners, a professional development school, team-teaching, resource-leveraging, service learning opportunities, and an integrated "blended" undergraduate teacher education program. The SOE values a high level of faculty involvement in the teaching and learning process. Students have access to highly experienced credential analysts and evaluators as well as expert faculty and responsive clerical staff to guide them through the complexities of California credentialing policies and regulations.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csub.edu](http://www.csub.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	830	728	102
Single Subject Candidates	367	318	49
Education Specialist Candidates	171	75	96
Totals	1,368	1,121	247

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	446	370	76
Single Subject Candidates	145	123	22
Education Specialist Candidates	92	43	49
Totals	683	536	147

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>45</b>	<b>21</b>	
In Academic Positions with Rights and Responsibilities	17	9	
In Non-Academic Positions without Rights and Responsibilities	28	12	
Single Subject Programs	<b>11</b>	<b>3</b>	
In Academic Positions with Rights and Responsibilities	4	2	
In Non-Academic Positions without Rights and Responsibilities	7	1	
Education Specialist Programs	<b>3</b>	<b>5</b>	
In Academic Positions with Rights and Responsibilities	2	3	
In Non-Academic Positions without Rights and Responsibilities	1	2	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	15 :1	:1
Single Subject Programs	15 :1	15 :1	:1
Education Specialist Programs	15 :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.

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	10	350
Single Subject Programs	30	18	540
Education Specialist Programs	30-40	10	300

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: CSU Bakersfield**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>414</b>	<b>400</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	414	413	100%	100%
Aggregate	414	413	100%	100%
Professional Knowledge/Pedagogy				
RICA	307	294	96%	98%
Aggregate	307	294	96%	98%
Academic Content Areas				
English SSAT (01)	9	--	--	99%
Praxis II English	9	--	--	99%
Math SSAT (02)	5	--	--	99%
Math Praxis II (0063 + 0064)	5	--	--	98%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Social Science SSAT (03)	6	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	6	--	--	96%
Aggregate	23	23	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	84	84	100%	100%
Business SSAT (15)	3	--	--	99%
Health Science SSAT (16)	6	--	--	99%
Home Economics SSAT (17)	1	--	--	95%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	95	95	100%	100%

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

**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 2001-2002 (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:

Founded as a normal school in 1887, CSU, Chico continues its mission of preparing outstanding teachers for the youth of California. Candidates are challenged to assume leadership roles in the community and uphold the principles of democracy. The School of Education is dedicated to preparing knowledgeable educators that continue to learn and grow, think critically, and serve their communities by example. Through teaching children with varied abilities and students from many socioeconomic, language, cultural, and philosophic backgrounds, professionals learn to support inclusion, tolerance, and success for all. Recognizing that this commitment requires well-educated and talented individuals, the faculty and administration dedicate themselves to attracting to Chico, selecting, preparing, and recommending the very best qualified applicants from throughout the State.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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, local and rural distant placements, CLAD and B/CLAD, concurrent special education, and post baccalaureate and blended undergraduate programs.

Course content is designed around the California Standards for the Teaching Profession and state and local student 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. Advisory boards, committees, and shared teaching and learning opportunities involving university and public school colleagues enhance program quality.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csuchico.edu/edsc](http://www.csuchico.edu/edsc)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	519	446	73
Single Subject Candidates	397	289	108
Education Specialist Candidates	65	20	45
Totals	981	755	226

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	477	411	66
Single Subject Candidates	359	263	96
Education Specialist Candidates	65	20	45
Totals	901	694	207

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>25</b>	<b>13</b>	
In Academic Positions with Rights and Responsibilities	24	6	
In Non-Academic Positions without Rights and Responsibilities	1	7	
<b>Single Subject Programs</b>	<b>19</b>	<b>13</b>	
In Academic Positions with Rights and Responsibilities	19	5	
In Non-Academic Positions without Rights and Responsibilities		8	
<b>Education Specialist Programs</b>	<b>3</b>	<b>3</b>	
In Academic Positions with Rights and Responsibilities	3	3	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	28 :1	28 :1	:1
Single Subject Programs	34 :1	31 :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 Chico**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	34	27	829
Single Subject Programs	14.7	33	485
Education Specialist Programs	27.5	34	736

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>483</b>	<b>476</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	483	480	99%	100%
Aggregate	483	480	99%	100%
Professional Knowledge/Pedagogy				
RICA	282	280	99%	98%
Aggregate	282	280	99%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	2	--	--	99%
Praxis II English	2	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Music SSAT (13)	2	--	--	100%
Music Praxis II (0111 + 0112)	2	--	--	100%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	14	12	86%	97%
Other Content Areas				
MSAT (0140 + 0151)	71	71	100%	100%
Health Science SSAT (16)	3	--	--	99%
Physical Education SSAT (09)	3	--	--	98%
Phys. Educ. Praxis Test II	3	--	--	99%
Aggregate	77	77	100%	100%

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

**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 2001-2002 (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 School of Education 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. Our teacher candidates and previous graduates reflect this diversity. CSUDH leads the state in credentialing African-American teachers. Currently one-half of the students in the CSUDH credential program seek the Bilingual Crosscultural and Academic Language Development Emphasis. Most teach in inner city, hard-to-staff schools.

Historically, the region served by CSU Dominguez Hills 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 teacher 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. The Reading Instruction Competency Assessment (RICA), whose results were used to rank Californian teacher preparation programs, is only one assessment among many and is required only of multiple subject and education specialist certifiers.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

For student teachers, the School of Education developed the Blended Program, which received the American Association of Colleges for Teacher Education (AACTE) Best Practice Award in 1999 for collaboration between teacher education and liberal arts faculty. For Alternative Program Candidates, University Interns, the School of Education, in collaboration with Los Angeles Unified School District and the Los Angeles Educational Partnership, developed a Professional Development School which received the 2000 AACTE Best Practice Award for Support of Diversity.

The School 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 in the last two years, the School of Education has looked carefully at its teacher preparation processes, and, as a result of these formal evaluative processes, has accomplished the following: 1) the School has developed a wide array of locations where coursework is delivered using the Professional Development School (PDS) model to assure systemic educational reform of teacher preparation programs and faculty as well as teaching staffs of local schools; 2) has designed expanded evaluation processes to begin to look at achievement results of students in schools of those prepared in SOE programs; 3) has prepared all faculty to offer technological infusion in all teacher preparation coursework; 4) has developed a state-of-the-art preparation program for high school mathematics teachers; and, 5) has developed a blended (teacher preparation/liberal studies) program located at professional development school settings.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csudh.edu/soe/](http://www.csudh.edu/soe/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	8,430	6,534	1,896
Single Subject Candidates	3,460	2,983	477
Education Specialist Candidates	3,133	2,765	368
Totals	15,023	12,282	2,741

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	845	84	761
Single Subject Candidates	316	27	289
Education Specialist Candidates	142	142	0
Totals	1,303	253	1,050

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>17</b>	<b>65</b>	
In Academic Positions with Rights and Responsibilities	17	65	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	<b>4</b>	<b>34</b>	
In Academic Positions with Rights and Responsibilities	4	34	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	<b>15</b>	<b>0</b>	
In Academic Positions with Rights and Responsibilities	15	0	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	35	15	525
Education Specialist Programs	35	15	525

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>830</b>	<b>816</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	830	830	100%	100%
Aggregate	830	830	100%	100%
Professional Knowledge/Pedagogy				
RICA	512	500	98%	98%
Aggregate	512	500	98%	98%
Academic Content Areas				
English SSAT (01)	20	20	100%	99%
Praxis II English	17	17	100%	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Spanish SSAT (10)	5	--	--	100%
Spanish: Skills Praxis II (0192)	5	--	--	91%
Spanish: Analysis Praxis II (0193)	5	--	--	87%
Math SSAT (02)	9	--	--	99%
Math Praxis II (0063 + 0064)	9	--	--	98%
Biology SSAT (04 + 05)	8	--	--	98%
Biology Praxis II (0233 + 0433)	7	--	--	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	6	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	7	--	--	96%
Aggregate	54	52	96%	97%
Other Content Areas				
MSAT (0140 + 0151)	275	274	100%	100%
Business SSAT (15)	1	--	--	99%
Health Science SSAT (16)	2	--	--	99%
Physical Education SSAT (09)	3	--	--	98%
Phys. Educ. Praxis Test II	3	--	--	99%
Aggregate	281	280	100%	99%

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

**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 2001-2002 (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 California State University, 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 become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs.

Mission: The KSOEHD's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Student Populations: The University has primary responsibility for serving: Fresno, Kings, Tulare, Madera, and Mariposa Counties. Within this region is a K-12 population of 315,926 that includes: American Indian - 1%, Asian - 8%, Pacific Islander - 0.2%, Filipino - 1%, Hispanic - 54%, African-American - 5%, and White Not Hispanic - 31%.

Teaching Population: Credentialed teachers for the four county region totaled 16,500. Teacher ethnicity is as follows: American Indian - 1%. Asian - 4%. Pacific Islander - 0.5%. Filipino - 0.5%. Hispanic - 16%.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The Kremen School of Education and Human Development offers a variety of exemplary programs that lead to a teaching credential. These programs contain sequenced experiences that enable enrollees to both acquire knowledge and develop skills through lecture, laboratory, and field-based classes. Examples include: the Liberal Studies Blended Program that leads to a BA degree and a Multiple Subject Credential in eight semesters; Internship Programs for Multiple Subject, Single Subject, and Special Education teachers; and CalStateTEACH.

Alternative program delivery includes field-based cohorts in: Reading, Educational Administration, CLAD Certificate; Option IV for Reentry Students; Block A for Middle School Teachers; and an Education Early Childhood Emphasis. Classes are also available via interactive audio/video at remote sites throughout the region. The Annual Character and Civic Education Conference, the Annual Conference on Interprofessional Collaboration, and Geography in Elementary School Curricula are a few examples of special conferences that serve to enrich a student's professional preparation.

Faculty promote professional development for the region's teachers through coordination of state curriculum projects such as: the San Joaquin Mathematics Project; the San Joaquin Valley Writing Project; the California History - Social Science Project, and the Central Valley Science Project. The Renaissance Partnership for Improving Teacher Quality Program is a collaborative with a local school district that is directed toward assessing teacher performance by measuring learning outcomes through Teacher Work Samples.

**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 2001-2002**

The Kremen School of Education and Human Development has implemented the new SB 2042 Standards of Quality and Effectiveness for Multiple and Single Subject Credentials. Students participate in a standards based model of preparation that focuses on authentically assessed performance measures. A cohort of 25 Education Administration Candidates have participated in an intensive preparation program sponsored by the CSU Chancellor's Office to enhance the quality of a diverse group of educational leaders in the San Joaquin Valley.

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

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,426	1,364	62
Single Subject Candidates	442	403	39
Education Specialist Candidates	170	165	5
Totals	2,038	1,932	106

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	914	891	23
Single Subject Candidates	226	201	25
Education Specialist Candidates	37	37	0
Totals	1,177	1,129	48

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>44</b>	<b>8</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	18	0	0
In Non-Academic Positions without Rights and Responsibilities	26	8	0
<b>Single Subject Programs</b>	<b>35</b>	<b>14</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	23	10	0
In Non-Academic Positions without Rights and Responsibilities	12	4	0
<b>Education Specialist Programs</b>	<b>5</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	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 2001-2002\*

	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	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.

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	600
Single Subject Programs	30	30	900
Education Specialist Programs	24	30	720

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>632</b>	<b>606</b>	<b>96%</b>	<b>98%</b>
Basic Skills				
CBEST	632	630	100%	100%
Aggregate	632	630	100%	100%
Professional Knowledge/Pedagogy				
RICA	470	447	95%	98%
Aggregate	470	447	95%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	3	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	70	69	99%	100%
Business SSAT (15)	2	--	--	99%
Aggregate	72	71	99%	100%

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

**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 2001-2002 (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:

Our Teacher Preparation Programs are based on the University Mission and Goals; shaped by the aspirations and skills of our students, faculty, and community; embedded in standards and informed by the knowledge base of the professions; and accredited by standards of the California Commission on Teacher Credentialing standards, National Council on the Accreditation of Teacher Education, and Western Association of Schools and Colleges. Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Our students are future educators, and the quality of the educator is the most critical variable in education. It is our central premise that educators possess a wide constellation of knowledge and skills. This includes knowledge of the subject taught, understanding of development and learning, pedagogical skills in simplifying learning, and awareness of the social and political contexts of schools. Educators must also possess a commitment to lifelong learning, respect for all individuals enriched by an understanding of cultural and diversity, and professional commitment to working collaboratively with other professionals to provide the highest quality education to a diverse, multicultural population. Faculty members are committed to excellence in teaching and display the highest standards of ethical practice. Our faculty model dynamic teaching and inquiry that promotes reflective practice based on sound research and theory coupled with real world problems. Learning is expanded beyond the classroom to include partnerships with the community.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The Multiple Subject Credential Program is distinguished by its cohort approach. Candidates complete field and course experiences within stable cohorts led by small faculty teams. It also integrates field and course experiences, allowing candidates to connect simultaneous experiences from university and elementary classrooms. The Program now includes approved AB 1059 English Learner and technology program components, effective in 2002, and in 2003 has met SB 2042 program approval. The Department of Special Education hired a full time tenure track faculty to coordinate the early childhood special education program. Additional, we have enhanced the advanced level for the mild/moderate and moderate/severe credential programs. This has included distinguishing between credential and master degree courses and a stronger emphasis in reading research, action research in the public schools, and statistical analysis. The Single Subject Credential Program is distinguished by an interdisciplinary approach connecting three elements of training (subject matter preparation, pedagogical training, and field experience) through collaboration between the Department of Secondary Education, university academic departments, and school districts. Our program was approved as meeting the new technology standards and AB1059 English Learner requirements. We piloted an Induction graduate program with Anaheim Union and Fullerton Joint Union High School Districts. The Reading Department offers a Master of Science in Education, Reading Degree, the new California Reading Certificate, and a Reading/Language Arts Specialist Credential. The Reading Department is delivering certificate and MS degree programs to five cohorts in local school districts.

**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 2001-2002**

New initiatives in the Multiple Subject Credential Program include SB 2042 curriculum revisions and concomitant faculty development in the visual and performing arts, physical education, special education, and English learner education. Further restructuring of the three-semester program has led to improved faculty and student satisfaction. Currently underway is the development of an induction program in partnership with local school districts.

New initiatives in Special Education include the realignment with elementary and secondary credential programs and redesign of our introduction courses (foundations, reading, and content-specific methodologies) in response to statewide changes in general education requirements.

New initiatives in the Single Subject Credential Program include restructuring to meet SB2042 standards, including curricula, instruction, and assessment aligned with the Teaching Performance Expectations. We are also partnering with Intel, Teach to the Future to deliver our educational technology courses and expanding and improving our graduate programs for classroom secondary teachers.

The Reading Department will be offering an Online Certificate in Postsecondary Reading and Learning to complement the existing degree program and provide additional training for postsecondary teaching preparation.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
<http://hdcs.fullerton.edu/Education/>

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	786	692	94
Single Subject Candidates	291	185	106
Education Specialist Candidates	265	175	90
Totals	1,342	1,052	290

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	749	660	89
Single Subject Candidates	180	122	58
Education Specialist Candidates	119	82	37
Totals	1,048	864	184

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>85</b>	<b>19</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	85	19	0
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	<b>16</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	16	7	0
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	<b>20</b>	<b>8</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	20	8	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7.6 :1	5.5 :1	:1
Single Subject Programs	9.5 :1	10.4 :1	:1
Education Specialist Programs	5.4 :1	5.8 :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: CSU Fullerton**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	14	490
Single Subject Programs	13	18	234
Education Specialist Programs	14	22	308

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
Education Specialist Programs	2.0

**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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>709</b>	<b>706</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	709	708	100%	100%
Aggregate	709	708	100%	100%
Professional Knowledge/Pedagogy				
RICA	521	519	100%	98%
Aggregate	521	519	100%	98%
Academic Content Areas				
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	2	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	308	308	100%	100%
Aggregate	308	308	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Hayward**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The College of Education and Allied Studies' mission is "to prepare collaborative leaders, committed to social justice and democracy, who will influence a highly technological and diverse world." The Department of Teacher Education's mission is "to prepare teachers who are dedicated to the academic achievement of all students, and who demonstrate a commitment of life-long, professional growth and school leadership." These two mission statements, in turn, are closely aligned with the university's mission: "California State University, Hayward is committed to educational excellence for a diverse society."

The teacher preparation programs at CSU Hayward 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 Hayward was one of the first IHEs in California to offer entire programs at remote sites and has developed one of the most complete University-District partnerships in the United States (with the New Haven Unified School District). Teacher preparation programs serve one of the most diverse regions in the United States and CSU Hayward has established partnership programs with the two school districts in our service area 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 2001-2002

The Multiple Subject, Single Subject and Education Specialist programs were accredited by both NCATE and CCTC following a Spring, 2002 joint visit. Program qualities that contribute to the effectiveness of the Multiple Subject and Single Subject Credential programs include: (1) a cohort system, with ongoing mentoring by a faculty team leader, (2) a full-year of required field experience, as either a student teacher or intern, corresponding to the K-12 calendar, (3) partnership programs with three urban school districts, and (4) entire programs offered at four remote sites. 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) onsite competency-based support with portfolio assessment, and (3) participation of federal grants for student recruitment, support, and mentoring.

**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 2001-2002**

Several new initiatives are underway. Planning is underway to add internships to the Education Specialist Credential. The Single Subject Credential program faculty have designed an integrated pathway program to adhere to the SB 2042 standards. CCTC approved this program in June, 2002. The approved program began in Summer, 2002. Veteran faculty in the Multiple Subject Credential program have significantly improved the mentoring they provide to the large number of part-time lecturers teaching in that program. Faculty in all programs have worked collaboratively on rigorous program and candidate assessment plans required by NCATE standards.

In June 2001 the Center for Character Education began to serve teacher credential programs and K-12 teachers with a series of workshops focusing on character education. Multiple subject and special education credential candidates attended the Saturday workshops, along with faculty members from their respective programs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[edschool.csuhayward.edu/departments/ted/index.html](http://edschool.csuhayward.edu/departments/ted/index.html)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	518	316	202
Single Subject Candidates	190	79	111
Education Specialist Candidates	63	63	0
Totals	771	458	313

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	387	256	131
Single Subject Candidates	113	32	81
Education Specialist Candidates	32	32	0
Totals	532	320	212

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>70</b>	<b>32</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	35	16	0
In Non-Academic Positions without Rights and Responsibilities	35	16	0
<b>Single Subject Programs</b>	<b>53</b>	<b>50</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	25	25	0
In Non-Academic Positions without Rights and Responsibilities	28	25	0
<b>Education Specialist Programs</b>	<b>16</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	16	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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	37 :1	37 :1	N/A :1
Single Subject Programs	37 :1	37 :1	N/A :1
Education Specialist Programs	24 :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:** CSU Hayward

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	21	30	630
Single Subject Programs	21	30	630
Education Specialist Programs	18	30	540

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist Programs	N/A

**Institution/Program: CSU Hayward**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>386</b>	<b>385</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	386	386	100%	100%
Aggregate	386	386	100%	100%
Professional Knowledge/Pedagogy				
RICA	272	271	100%	98%
Aggregate	272	271	100%	98%
Academic Content Areas				
English SSAT (01)	20	20	100%	99%
Praxis II English	20	20	100%	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	8	--	--	99%
Math Praxis II (0063 + 0064)	8	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Biology SSAT (04 + 05)	5	--	--	98%
Biology Praxis II (0233 + 0433)	5	--	--	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	10	10	100%	99%
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	96%
Aggregate	50	50	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	141	141	100%	100%
Aggregate	141	141	100%	100%

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

**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 2001-2002 (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) has over 30,000 students and reflects the rich diversity of the surrounding communities in its student body, faculty, and staff. The College of Education (CED) offers three initial teacher preparation programs (elementary, secondary, special education) and numerous advanced degree, credential and certificate programs. 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 2001-2002

The Long Beach Education Partnership between CSULB, Long Beach Unified School District and Long Beach City College continues to inform and support reflection and revision of our teacher preparation programs. The evolution of the Integrated Teacher Education Program (ITEP) is supported by the Partnership, plus partnership activities with 5 community colleges. The program was fully implemented in Fall, 2001. The ITEP program begins blending content learning and pedagogy as early as the freshman year. The initial cohort is now in its senior year, during which candidates combine course work and student teaching. Reports from classroom teachers indicate that the ITEP student teachers have been well prepared for the student teaching experience. Early integration of program renewal efforts toward compliance with the new state SB 2042 credential standards resulted in increased early field work activities in credential programs, and in the inclusion of greater attention to working with English learners. The College continued to meet its professional responsibilities toward accreditation through NCATE.

**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 2001-2002**

The primary effort at program improvement has been revision of the basic credential programs to comply with the new state SB 2042 credential standards. Throughout the year, the elementary and secondary programs involved a wide variety of community and university people in the review and re-design of the programs. Both programs have submitted their documents for state review. The elementary program has been approved; the secondary program is still under review.

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

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,400	1,335	65
Single Subject Candidates	668	659	9
Education Specialist Candidates	208	170	38
Totals	2,276	2,164	112

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	547	506	41
Single Subject Candidates	230	221	9
Education Specialist Candidates	74	69	5
Totals	851	796	55

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>34</b>	<b>19</b>	
In Academic Positions with Rights and Responsibilities	34	19	
In Non-Academic Positions without Rights and Responsibilities	0	0	
<b>Single Subject Programs</b>	<b>86</b>	<b>14</b>	
In Academic Positions with Rights and Responsibilities	84	14	
In Non-Academic Positions without Rights and Responsibilities	2	0	
<b>Education Specialist Programs</b>	<b>12</b>	<b>3</b>	
In Academic Positions with Rights and Responsibilities	12	3	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	24 :1	:1
Single Subject Programs	16 :1	24 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	15	675
Single Subject Programs	25	20	500
Education Specialist Programs	45	32	1,440

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>746</b>	<b>743</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	746	746	100%	100%
Aggregate	746	746	100%	100%
Professional Knowledge/Pedagogy				
RICA	502	500	100%	98%
Aggregate	502	500	100%	98%
Academic Content Areas				
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	9	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	96%
Aggregate	18	18	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	276	275	100%	100%
Health Science SSAT (16)	1	--	--	99%
Home Economics SSAT (17)	3	--	--	95%
Aggregate	280	279	100%	100%

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

**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 2001-2002 (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:

College faculty and staff continued their effort to revise and refine the strategic plan. The College's current plan and strategic initiatives were aligned with those of the University. The College adopted a revised conceptual framework that reaffirmed the College's uniqueness including its urban focus, its charter status, its governance structure (School as a Whole) and its commitment to diversity as an asset. This year 1835 credentials were recommended, and over 400 students received master's degrees. The College issued 1319 emergency permits, the second year of dramatic decline (i.e., 20% and 23% respectively) from AY1999-2000.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The faculty continued to refine the assessment system. The wholly integrated system now provides the opportunity for all segments of the College to engage in data driven decision making. An electronic management system is under development along with a website that provides a portal to all of the College's accreditation efforts and documents. The College continues to build strong partnerships with preK-12 schools in its service area. The College's Divisions met with their Community Advisory Committees to solicit information about the effectiveness of their preparation programs. Multiple surveys were administered to assess programs: current student surveys, follow-up surveys of employers and graduates, and the CSU System-wide Evaluation of Teacher Preparation Programs.

**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 2001-2002**

Faculty in the Division of Curriculum and Instruction engaged in a yearlong process to redefine the preparation of students for the multiple and single subjects credentials in response to SB 2042. The new program represents an integrated developmental approach to teacher preparation with early field experiences and teacher performance expectations embedded in the content-specific pedagogy courses. The assessments used to evaluate the directed teaching experience were redesigned to reflect more directly the California Standards for the Teaching Profession and the K-12 State content standards. Faculty developed, field-tested, and validated the rubrics for these instruments. The CTC gave full approval to the program that will begin Fall 2003. The College received approval to begin Fall 2003 a doctor of education degree (Ed.D.) in urban school leadership offered jointly with the University of California, Irvine and three other CSU campuses.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.calstatela.edu/ccoe](http://www.calstatela.edu/ccoe)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,892	1,860	32
Single Subject Candidates	793	793	0
Education Specialist Candidates	502	433	69
Totals	3,187	3,086	101

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	661	654	7
Single Subject Candidates	235	235	0
Education Specialist Candidates	84	67	17
Totals	980	956	24

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>37</b>	<b>7</b>	
In Academic Positions with Rights and Responsibilities	12	1	
In Non-Academic Positions without Rights and Responsibilities	25	6	
<b>Single Subject Programs</b>	<b>33</b>	<b>0</b>	
In Academic Positions with Rights and Responsibilities	15	0	
In Non-Academic Positions without Rights and Responsibilities	18	0	
<b>Education Specialist Programs</b>	<b>15</b>	<b>7</b>	
In Academic Positions with Rights and Responsibilities	6	3	
In Non-Academic Positions without Rights and Responsibilities	9	4	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25 :1	25 :1	:1
Single Subject Programs	25 :1	0 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	10	300
Single Subject Programs	20	20	400
Education Specialist Programs	30	10	300

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>976</b>	<b>944</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	976	976	100%	100%
Aggregate	976	976	100%	100%
Professional Knowledge/Pedagogy				
RICA	686	656	96%	98%
Aggregate	686	656	96%	98%
Academic Content Areas				
Art SSAT (12)	2	--	--	97%
Art Praxis II (0131 + 0132)	2	--	--	100%
English SSAT (01)	11	11	100%	99%
Praxis II English	15	15	100%	99%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Math SSAT (02)	6	--	--	99%
Math Praxis II (0063 + 0064)	6	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Physics SSAT (04 + 08)	3	--	--	100%
Physics Praxis II (0262 + 0433)	3	--	--	95%
Social Science SSAT (03)	7	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	7	--	--	96%
Aggregate	39	38	97%	97%
Other Content Areas				
MSAT (0140 + 0151)	288	287	100%	100%
Health Science SSAT (16)	5	--	--	99%
Industrial + Tech Ed. SSAT (18)	2	--	--	95%
Aggregate	295	293	99%	100%

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

**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 2001-2002  
(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:**

CSUMB offers CLAD/BCLAD internship and conventional programs leading to the Multiple Subject Credential. Both 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 2001-2002**

CSUMB teacher credential programs are outcomes-based and field-intensive. Teacher candidates in the conventional program 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 near the end of the curriculum. All courses relate theory to actual practice in the classroom through assignments and activities that are based on placement setting experiences. At the conclusion of both programs, teacher candidates present a portfolio of professional products and reflections that demonstrates the attainment of teacher education learning outcomes that undergird 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 2001-2002

We are in the process of implementing a "one-stop shop" for a better and more accurate recruitment process that has been working in the expected excellent manner for which it was intended.

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

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	148	101	47
Single Subject Candidates	35	21	14
Education Specialist Candidates	20	10	10
Totals	203	132	71

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	104	77	27
Single Subject Candidates	25	21	4
Education Specialist Candidates	10	5	5
Totals	139	103	36

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>11</b>	<b>11</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	5	0
In Non-Academic Positions without Rights and Responsibilities	6	6	0
<b>Single Subject Programs</b>	<b>4</b>	<b>4</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>3</b>	<b>3</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8.63 :1	8.63 :1	-0- :1
Single Subject Programs	3 :1	3 :1	-0- :1
Education Specialist Programs	3 :1	3 :1	-0- :1

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	30	740
Single Subject Programs	24.6	30	737
Education Specialist Programs	27	30	810

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: CSU Monterey Bay**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>201</b>	<b>201</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	201	201	100%	100%
Aggregate	201	201	100%	100%
Professional Knowledge/Pedagogy				
RICA	170	170	100%	98%
Aggregate	170	170	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	66	66	100%	100%
Aggregate	66	66	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Northridge**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

California State University, Northridge, located in Los Angeles, is one of the largest institutions of higher learning in California. Our student body mirrors the ethnic diversity found in Los Angeles. A majority of our students transfer from nearby community colleges and/or have graduated from schools in Los Angeles Unified School District and many are the first in their families to earn a college degree. The University embraces teacher preparation as one of its primary responsibilities and supports the Michael D. Eisner College of Education in its rich tradition of preparing teachers and other school personnel. A majority of our students are returning or part-time students with obligations accompanying full-time employment and families.

The College prepares educators to serve the complex educational needs of the region and it enjoys the distinction of being one of the top preparers of teachers in California. Our graduates are well-educated, lifelong learners who are prepared to practice in an ever-changing, multicultural, diverse society. The College maintains partnerships with schools and agencies, and faculty is committed to excellence in teaching, scholarship and service.

Our state examination pass rate is based on the performance of elementary and special education teacher candidates only on an examination that only assesses competence to teach reading.

The University meets high standards established by its accrediting agencies: California Commission on Teacher Credentialing, Western Association of Schools and Colleges, National Council for Accreditation of Teacher Education, and other discipline-based accreditation boards.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Multiple pathways to the credential, extensive education program options and curricular innovation are trademarks of California State University, Northridge. All programs reflect a strong knowledge of K-12 schools and the individual needs of credential candidates. For example, the Accelerated Collaborative Teacher Education Program is a creative, post baccalaureate, preservice 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 currently responsible for their own classrooms. An undergraduate program allows students to earn both a B.A. degree and an elementary, secondary, or special education teaching credential in four years. Some programs are cohorted and team taught, introducing candidates to a support network of professionals comprising a learning community of education faculty, arts and science faculty, and school personnel. The faculty involved in these credential programs are committed to promoting best practice in the schools based on current research. They nurture candidate success and are supported in their mission by a trained group of exemplary school personnel who assist as student mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on concepts and strategies for student-centered learning, technology-based instruction, and effective pedagogy. Our diverse student body is assisted by a College Equity Office, state-of-the-art computer labs, test preparation sessions, and on-going advising, coaching and mentoring by University faculty, staff and administrators.

**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 2001-2002**

CSUN is one of four universities nationwide selected by the Carnegie Corporation of New York to participate in a landmark initiative designed to strengthen K-12 teaching by developing state-of-the-art teacher preparation programs. The "Teachers for a New Era" initiative calls for:

- \* A design that builds on evidence
- \* Collaboration between faculty in the arts and sciences and education faculty.
- \* Establishing teaching as a clinically taught academic profession.

At the conclusion of the five-year initiative, CSUN will have contributed to the establishment of standards for best practice in educating professional teachers.

The Eisner Foundation gave CSUN \$7 million for the establishment of a new Center for Teaching and Learning within the Michael D. Eisner College of Education as well as an endowed Eisner Chair. The Center focuses on preparing teachers to support the educational and emotional needs of all types of learners. A current focus is to introduce teachers to the methodology and philosophy of Schools Attuned, a systematic approach to understanding and managing differences in learning.

In Fall 2002, CSUN and the Los Angeles Unified School District broke ground for a new high school on the university's campus. This joint venture will help prepare local students for college and future teaching careers. Also, the school will offer academic tracks in the visual and performing arts, as well as in health and human services. The high school's students will have access to CSUN facilities and CSUN faculty who will work with their LAUSD counterparts to shape the school's instructional program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csun.edu](http://www.csun.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,125	1,892	233
Single Subject Candidates	1,021	775	246
Education Specialist Candidates	889	648	241
Totals	4,035	3,315	720

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	968	844	124
Single Subject Candidates	539	293	246
Education Specialist Candidates	348	139	209
Totals	1,855	1,276	579

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>63</b>	<b>17</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	12	0	0
In Non-Academic Positions without Rights and Responsibilities	51	17	0
<b>Single Subject Programs</b>	<b>39</b>	<b>14</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	15	1	0
In Non-Academic Positions without Rights and Responsibilities	24	13	0
<b>Education Specialist Programs</b>	<b>17</b>	<b>12</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	9	6	0
In Non-Academic Positions without Rights and Responsibilities	8	6	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	36 :1	0 :1
Single Subject Programs	24 :1	36 :1	0 :1
Education Specialist Programs	24 :1	48 :1	0 :1

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

**Institution/Program: CSU Northridge**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	17.5	32	560
Education Specialist Programs	25	16	400

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>966</b>	<b>953</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	966	966	100%	100%
Aggregate	966	966	100%	100%
Professional Knowledge/Pedagogy				
RICA	656	648	99%	98%
Aggregate	656	648	99%	98%
Academic Content Areas				
Art SSAT (12)	2	--	--	97%
Art Praxis II (0131 + 0132)	2	--	--	100%
English SSAT (01)	16	15	94%	99%
Praxis II English	14	13	93%	99%
Korean SSAT (25)	4	--	--	100%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Chemistry SSAT (04 + 06)	3	--	--	100%
Chemistry Praxis II (0242 + 0433)	3	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	15	15	100%	99%
Soc. Studies Praxis II (0082 + 0083)	14	14	100%	96%
Aggregate	46	43	93%	97%
Other Content Areas				
MSAT (0140 + 0151)	381	381	100%	100%
Business SSAT (15)	1	--	--	99%
Health Science SSAT (16)	25	25	100%	99%
Home Economics SSAT (17)	2	--	--	95%
Physical Education SSAT (09)	3	--	--	98%
Phys. Educ. Praxis Test II	3	--	--	99%
Aggregate	412	410	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Sacramento**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

As we strive to meet the educational challenges of the new century in California, we work with the Sacramento community, our public school colleagues, and our candidates to develop stimulating and useful learning environments. We actively embrace the diversity of the community we serve: building on its strengths while addressing its needs. We use interdisciplinary traditions to seek effective solutions in an environment of constant educational renewal.

California's Sacramento Valley is rich with linguistic and cultural diversity. A Russian immigrant community lives adjacent to historically African American and Latino neighborhoods. New Southeast Asian immigrants interface with generations-old Chinese and Japanese communities. Children from first generation Mexican and Sikh farm worker families attend school alongside the monolingual English-speaking children of third generation European American families. Only one in four of these children's teachers comes from these groups. We in teacher preparation at CSUS face the following challenges: increasing the numbers of teachers well prepared to address the needs of low income, culturally and linguistically diverse students; and, ensuring that fieldwork and mentoring give teachers confidence and competence in "best practices" pedagogy for these students.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

During the 2001-2002 year CSUS offered a wide range of options, beginning both fall and spring, within elementary, secondary, and special education credential programs. One defining characteristic of the majority of all programs is the substantial public school experience in various settings combined every semester with coursework. Another defining characteristic is the clustering of students into 25-person cohorts (often housed in district schools) to keep learning groups constant and small throughout a candidate's total program. This location of cohorts out in public school sites, in addition to eleven Professional Development Schools, promotes increased interaction between the host cooperating teachers and the university faculty, who meet frequently to plan for the growth of the student teacher. At Professional Development Schools, candidates, site teachers and university faculty collaborate on inquiry-based projects around the area of effective schooling for diverse students.

Offerings in the elementary program include two- and three-semester daytime programs (plus a Middle Level and a Multicultural/Multilingual program), a four-semester predominantly evening program, and internships in a neighboring urban school district. Likewise, the secondary program offers two- and three-semester programs (one with evening coursework) and internships with the same district. Our special education programs serve both local candidates here on campus (daytime and evening classes) and also candidates in high-need, outlying locations where internships have been developed and evening/weekend classes delivered by our faculty as far away as one hundred miles.

**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 2001-2002**

During the 2001-2002 school year, the College implemented the third-year activities of two grants that will greatly impact the effectiveness of our teacher preparation programs. The first is a five-year Federal Title II Teacher Quality Enhancement grant, which has led to the establishment of "The Equity Network." The Equity Network has two interconnected goals: 1) to prepare graduates with the knowledge, skills, and desire to be effective teachers in low-income schools with culturally and linguistically diverse students; and 2) simultaneously to improve pupil achievement in partner schools that serve as placement sites.

The second major grant, known as PT 3 (Preparing Tomorrow's Teachers to Use Technology), pairs the College of Education with Apple Computers, the California Technology Assistance Project, and several local education agencies. Over its three-year cycle, this grant will enable us to: 1) transform the preservice program by integrating technology into coursework and fieldwork; 2) institutionalize a professional development model that will infuse technology into curricula; 3) develop preservice teachers who will meet state and national technology standards; 4) focus on issues of equity and access related to technology; and 5) disseminate project outcomes to K-12 schools and teacher preparation programs.

In collaboration with other CSUS colleges, the College of Education has instituted three new blended programs: one at the Multiple Subject level, and two at the Single Subject level, mathematics and physical education. This collaboration will allow us to efficiently prepare candidates with both in-depth subject matter knowledge and pedagogical skills.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[edweb.csus.edu](http://edweb.csus.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	725	647	78
Single Subject Candidates	270	258	12
Education Specialist Candidates	345	285	60
Totals	1,340	1,190	150

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	525	447	78
Single Subject Candidates	211	200	11
Education Specialist Candidates	50	49	1
Totals	786	696	90

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>233</b>	<b>12</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	41	12	0
In Non-Academic Positions without Rights and Responsibilities	192	0	0
Single Subject Programs	<b>53</b>	<b>6</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	45	6	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	<b>11</b>	<b>1</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	11	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	18 :1	:1
Single Subject Programs	24 :1	18 :1	:1
Education Specialist Programs	24 :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.

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>586</b>	<b>566</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	586	581	99%	100%
Aggregate	586	581	99%	100%
Professional Knowledge/Pedagogy				
RICA	435	422	97%	98%
Aggregate	435	422	97%	98%
Academic Content Areas				
English SSAT (01)	3	--	--	99%
Praxis II English	3	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Biology SSAT (04 + 05)	5	--	--	98%
Biology Praxis II (0233 + 0433)	5	--	--	98%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	14	14	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	221	219	99%	100%
Health Science SSAT (16)	1	--	--	99%
Aggregate	222	220	99%	100%

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

**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 2001-2002 (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:

CSUSB's strategic plan emphasizes learning communities, community partnerships, a welcoming and safe intellectual, social and physical environment and a recognition and celebration of diversity. CSUSB is an Hispanic Serving Institution. It strives to have its university community represent the demographics of the region. CSUSB's service region encompasses 27,000 square miles. Recent statistics indicate (from self-reported ethnic identification from 89.0% of students in the academic year 2001-2002) that the campus community is made up of 30.3% Hispanic, 11.3% African American, 45.6% Caucasian, 5.9 % Asian, 2.4% Filipino, 1.2% Native American, 0.3% Pacific Islander and 3.0% other ethnicity.

These data are quite similar to the graduation rates of the region.

Teacher education credential candidates are, for the most part, fifth year employed interns. Most candidates are first generation college students.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The COE's teacher credential programs received full state accreditation and national accreditation with no stipulations after their Spring 2002 accreditation review visit. Through a consortium, the COE works to provide a seamless transition for employed students through pre-intern, intern and induction programs. Collaboration with districts and county offices has resulted in enhanced support for these part-time students, thereby addressing a major component of CSUSB's mission. Faculty participate in District Liaison meetings, which serve Pre-Interns, Interns and new teachers. At every level, students are assessed in relation to State and NCATE Standards. Most faculty have substantial public school experience and work closely with schools. Particular attention is paid to the cultural diversity of the region and to the needs of English Language Learners. Adjunct faculty are either currently active in public schools or recently retired from them. Many of these professors have worked within the COE for ten or more years.

**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 2001-2002**

Major initiatives underway include our response to new state standards for teacher education:

Multiple and Single Subject credential programs are authoring program documents that address new state standards for initial teacher preparation. The standards include increased attention to teacher performance. Four benchmark performance tasks have been developmentally integrated throughout the programs.

The federally funded Preparing Tomorrow's Teachers to Use Technology Grant is in its second year of implementation. Education faculty, K-12 teachers, and arts and letters faculty have benefited from numerous workshops and INTEL Training. K-12 teachers serve as one-on-one mentors for teacher education faculty, and close PT3 partnerships have been established with three K-12 schools.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[coe.csusb.edu](http://coe.csusb.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,732	1,101	631
Single Subject Candidates	797	579	218
Education Specialist Candidates	548	469	79
Totals	3,077	2,149	928

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	607	210	397
Single Subject Candidates	154	45	109
Education Specialist Candidates	141	85	56
Totals	902	340	562

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>57</b>	<b>65</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	8	12	0
In Non-Academic Positions without Rights and Responsibilities	49	53	0
Single Subject Programs	<b>21</b>	<b>28</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	8	0
In Non-Academic Positions without Rights and Responsibilities	15	20	0
Education Specialist Programs	<b>8</b>	<b>11</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	2	0
In Non-Academic Positions without Rights and Responsibilities	4	9	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	24 :1	:1
Single Subject Programs	24 :1	24 :1	:1
Education Specialist Programs	8 :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.

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	20	700
Single Subject Programs	35	18	630
Education Specialist Programs	8	10	80

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>679</b>	<b>656</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	679	679	100%	100%
Aggregate	679	679	100%	100%
Professional Knowledge/Pedagogy				
RICA	528	505	96%	98%
Aggregate	528	505	96%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	7	--	--	99%
Praxis II English	7	--	--	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	2	--	--	89%
French: Analysis Praxis II (0172)	2	--	--	89%
Spanish SSAT (10)	4	--	--	100%
Spanish: Skills Praxis II (0192)	4	--	--	91%
Spanish: Analysis Praxis II (0193)	4	--	--	87%
Math SSAT (02)	4	--	--	99%
Math Praxis II (0063 + 0064)	4	--	--	98%
Biology SSAT (04 + 05)	5	--	--	98%
Biology Praxis II (0233 + 0433)	5	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	28	28	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	174	174	100%	100%
Business SSAT (15)	3	--	--	99%
Health Science SSAT (16)	1	--	--	99%
Physical Education SSAT (09)	2	--	--	98%
Phys. Educ. Praxis Test II	2	--	--	99%
Aggregate	180	180	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU San Marcos**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

California State University San Marcos (CSUSM) accepted its first students in 1990, and from its inception has demonstrated a strong commitment to teacher education. The university devotes a higher proportion of its base budget to teacher education than any other campus in the California State University system. The College of Education was established in 1990 with teacher education as its primary focus. The mission of the College of Education is to collaboratively transform public education by preparing thoughtful educators and advancing professional practice. We offer programs to prepare teachers for elementary schools, middle schools, high schools, and special education. We offer only professional education programs through the college, using a variety of delivery modes that allow candidates to engage in full-time study, part-time study, and teaching internships. Programs are geared to meet the needs of area school districts and to maximize accessibility for candidates from varying life circumstances. Our goal is to ensure a fully qualified teacher in every classroom in our service region, and we are adaptable to emerging needs that result from policy decisions such as the California Class Size Reduction Initiative and the California Reading Initiative. 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 2001-2002

Some exemplary aspects of the college are:

- 1) Our programs are offered on a cohort model in which candidates complete their program requirements in an intact group. A problem-solving approach to instruction forms strong adult learning communities that model how effective schools operate.
- 2) All teacher education programs at CSUSM are standards-based. They meet national and state accreditation standards, and California student learning standards form the basis of instructional methods courses.
- 3) We fully embed English learner competencies in our programs, ensuring that all graduates are prepared to meet the educational needs of students who are English language learners.
- 4) A hallmark of the college is our Distinguished Teacher in Residence (DTiR) program, designed to engage outstanding teachers in the preparation of new teachers and support college faculty to work in area schools. Eighteen school districts partner with the college to support the program. Teachers are selected for two-year terms as full-time faculty in the College of Education. Six Distinguished Teachers in Residence serve at any given time. Also, the joint funding arrangement supports "reassigning" the equivalent of three full-time faculty positions annually for college faculty to work in area schools.
- 5) The North County Professional Development Federation provides an on-going infrastructure for K-16 collaboration on professional development. NCPDF is funded through dues paid by the College of Education, the San Diego County Office of Education, and 23 member school districts. NCPDF provides collaborative professional development programs for area educators, with full involvement of college faculty.

**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 2001-2002**

- 1) Cal State San Marcos College of Education is an "early adopter" of the new CCTC performance-based standards for multiple subject and single subject credential programs. During this academic year we have implemented the changes in all basic credential programs to meet the CCTC standards and to incorporate the new teaching performance expectations and teaching performance assessment. In our new programs, three concepts are infused throughout courses and field experiences: a) teaching students who are English-language-learners; b) use of technology in teaching; and c) teaching students with special learning needs in inclusive educational settings. The new programs began in Fall Semester, 2002.
- 2) The college has embarked on planning for a joint Ed.D. program with San Diego State University and University of California, San Diego. The focus of the program will be educational leadership, and the target audience will be instructional leaders in public schools in our collective service region.
- 3) The college has instituted an academic blueprint designed to accelerate development and implementation of new academic majors and programs in all three colleges. The College of Education has targeted in addition to the Ed.D. program two areas for development and/or expansion. First, we will plan and institute a master's specialization in speech and language therapy, designed to prepare speech clinicians for public school service. This is a major area of need for the school districts we serve. Second, we will expand our offerings in middle level teacher education, in response to the fact the 90% of current middle level teachers have had no preparation specific to education of young adolescents.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csusm.edu](http://www.csusm.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	702	637	65
Single Subject Candidates	76	76	0
Education Specialist Candidates	73	40	33
Totals	851	753	98

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	516	483	33
Single Subject Candidates	73	73	0
Education Specialist Candidates	56	35	21
Totals	645	591	54

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>58</b>	<b>4</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	22	1	0
In Non-Academic Positions without Rights and Responsibilities	36	3	0
Single Subject Programs	<b>10</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	<b>10</b>	<b>3</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	7	3	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	0
Education Specialist Programs	1.5

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>420</b>	<b>416</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	420	420	100%	100%
Aggregate	420	420	100%	100%
Professional Knowledge/Pedagogy				
RICA	364	360	99%	98%
Aggregate	364	360	99%	98%
Academic Content Areas				
English SSAT (01)	5	--	--	99%
Praxis II English	5	--	--	99%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Biology SSAT (04 + 05)	9	--	--	98%
Biology Praxis II (0233 + 0433)	9	--	--	98%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Social Science SSAT (03)	6	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	6	--	--	96%
Aggregate	26	26	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	148	148	100%	100%
Aggregate	148	148	100%	100%

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

**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 2001-2002 (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 learning environment that enriches a diverse community and develops a passion for lifelong learning. Since its founding in 1960, the university has reflected the fluid and dynamic environment of the state's Northern Central Valley. The campus is nationally designated as a Hispanic Serving Institution (HSI). In keeping with the area's diversity, the College of Education (COE) prepares teachers and service personnel who are advocates for children and their communities. Diversity is an integral component of all programs preparing elementary, middle, secondary, and special education teachers. We offer the multiple subject teacher preparation program on the main campus in Turlock and at the Stockton and Merced centers. The Single Subject Credential Program is field-based and holds classes in high schools in Manteca, Modesto, and Ceres. The university serves, primarily, a six-county region covering a 10,000 square mile area whose population is growing rapidly. Accessibility to instruction is an important determinant for students continuing their education. Most students have multiple responsibilities and choose CSU Stanislaus teacher preparation programs because it has responded to the non-traditional needs of students. Program delivery is flexible so that candidates with varying and life circumstances can attend classes on a full or part-time basis during the day or evening. The university's Education programs are accredited by NCATE (National Council for Accreditation of Teacher Education) and the California Commission on Teacher Credentialing (CCTC).

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Enrollment in teacher preparation increased from 569 full-time equivalent students (FTES) in 2001/02 to 655 in 2002/03. The positive findings from the NCATE/CCTC accreditation review served to enhance the quality of rapidly growing programs.

The Multiple Subject Credential Program (MSCP) and Single Subject Credential Program (SSCP) were rewritten in response to new state standards calling for further alignment of subject matter content with K-12 standards.

The 2001 CSU Systemwide Evaluation of Teacher Preparation was reviewed by K-12 practitioners as the findings related to CSU Stanislaus.

According to the same evaluation study, K-12 supervisors consider the subject matter preparation of teachers coming from CSU Stanislaus as very high.

**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 2001-2002**

The CSU Stanislaus New Teacher Recruitment and Retention Office is designed as a communication hub to increase the number of potential teachers from underrepresented groups. Since our local area is one of the most ethnically diverse in the state, the NTRR Office's goals are to:

- 1) Increase the number of underrepresented candidates entering the teaching profession by providing early field experiences through tutoring opportunities;
- 2) Identify students in high schools, community colleges, and CSU Stanislaus who wish to become teachers and provide assistance in meeting testing requirements;
- 3) Acquaint students and parents with a university setting by sponsoring site visits;
- 4) Increase and maintain collaboration between the university, K-12 schools, and community colleges;
- 5) Maintain connections with funded academic programs that support the retention of future teachers from paraprofessional backgrounds;
- 6) Connect with statewide teacher recruitment agencies;
- 7) Develop links with retired teacher organizations for mentoring beginning teachers;
- 8) Explore enrichment opportunities for future teachers including overseas study and High Intensity

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.csustan.edu/acadprog/](http://www.csustan.edu/acadprog/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	737	583	154
Single Subject Candidates	91	68	23
Education Specialist Candidates	36	36	0
Totals	864	687	177

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	455	307	148
Single Subject Candidates	49	30	19
Education Specialist Candidates	12	12	0
Totals	516	349	167

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>37</b>	<b>30</b>	
In Academic Positions with Rights and Responsibilities	19	12	
In Non-Academic Positions without Rights and Responsibilities	18	18	
Single Subject Programs	<b>11</b>	<b>5</b>	
In Academic Positions with Rights and Responsibilities	5	3	
In Non-Academic Positions without Rights and Responsibilities	6	2	
Education Specialist Programs	<b>2</b>	<b>0</b>	
In Academic Positions with Rights and Responsibilities	2	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	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	8 :1	0 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	15	28	420
Education Specialist Programs	30	14	420

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>480</b>	<b>466</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	480	479	100%	100%
Aggregate	480	479	100%	100%
Professional Knowledge/Pedagogy				
RICA	419	406	97%	98%
Aggregate	419	406	97%	98%
Academic Content Areas				
English SSAT (01)	5	--	--	99%
Praxis II English	5	--	--	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	4	--	--	98%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	13	13	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	87	87	100%	100%
Business SSAT (15)	2	--	--	99%
Aggregate	89	89	100%	100%

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

**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 2001-2002 (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 of the Department of Education at Humboldt State University are deeply committed to the high quality education of teachers and of the children and adolescents who are at the heart of our teaching. We expect our students to become exceptional classroom teachers and to take on leadership roles within public schools across the state as strong and articulate advocates for children and adolescents and for public education. Because of our small size we are able to offer personal, community-centered programs that best align with our educational philosophy. We see our mission as being able to help our students become aware of their own assumptions, preconceptions, and personal filters, and to assist them in understanding how they effect 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 our students as being involved in the process of becoming a teacher in lieu of being a student. Such a transition is, by definition, sometimes a difficult one, and we believe it is our responsibility to attempt to ease that transition and to assure that every person who graduates from our program is one we are proud to number among those we have prepared for entrance into our profession.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

At HSU, we are fortunate to be able to utilize a team approach to teacher education. First, our credential programs enjoy a reputation for the high caliber of our credential candidates. Our selection processes are rigorous and thorough. Although the University resides in a small rural community, we have extremely well-qualified and active mentor teachers. Our supervisors as well are dedicated, knowledgeable, and committed to their student teachers. The students, mentor teachers, supervisors, and professors work together in challenging practical and academic preparation programs that focus on best educational practices and the creation of caring communities in our programs and in our public school classrooms. Because of our small size, we are able to offer personal, community-centered programs that best align with our educational philosophy. Our students receive an abundance of individual attention from all team members so that by the time they receive their credentials, they are well prepared to begin their teaching careers and to take on leadership roles in their schools and districts.

**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 2001-2002**

During 2001-2002, our programs began self-study program review and strategic planning for 2002-2007. We were approved in spring 2002 by the administration to seek two tenure-track replacement faculty positions for 2003-2004. Only three of seven probationary faculty members were tenured. We completed a successful search in Special Education for a faculty member who could serve as program leader and begin to design Level II Education Specialist coursework in 2002-2003.

The faculty began working on the redesign of both Elementary and Secondary Education programs to address new SB 2042 standards. We began collaboration with the North Coast Beginning Teacher Program on a program that meets CCTC's new Induction Standards. Faculty organized and hosted the first North Coast Educational Summit 2002 in early February and began the planning process for NCES 2003. The Summit provided support for preservice and inservice educators in our region and attracted many from outside our area.

We also began forging new partnerships through the department's Center for Educational Renewal including one at Fortuna High School and one in the Arcata School District, which may become a Professional Development School. There was faculty involvement in other collaborative partnerships in Klamath-Trinity and Somes Bar.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[humboldt.edu/~educ](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	91	91	0
Single Subject Candidates	58	58	0
Education Specialist Candidates	20	20	0
Totals	169	169	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	82	82	0
Single Subject Candidates	52	52	0
Education Specialist Candidates	16	16	0
Totals	150	150	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>22</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Single Subject Programs	<b>13</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Education Specialist Programs	<b>4</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	0 :1	0 :1
Single Subject Programs	4 :1	0 :1	0 :1
Education Specialist Programs	4 :1	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: Humboldt State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	39.37	16	630
Single Subject Programs	39.37	16	630
Education Specialist Programs	28.125	16	450

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>148</b>	<b>145</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	148	147	99%	100%
Aggregate	148	147	99%	100%
Professional Knowledge/Pedagogy				
RICA	94	94	100%	98%
Aggregate	94	94	100%	98%
Academic Content Areas				
English SSAT (01)	2	--	--	99%
Praxis II English	2	--	--	99%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Social Science SSAT (03)	7	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	8	--	--	96%
Aggregate	15	12	80%	97%
Other Content Areas				
MSAT (0140 + 0151)	36	36	100%	100%
Industrial + Tech Ed. SSAT (18)	1	--	--	95%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	38	38	100%	100%

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

**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 2001-2002 (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 (59%) in San Diego County schools; nearly 43% qualify for free or reduced lunch. Approximately one-fourth are English learners and represent some 53 different language groups, with Spanish as the primary language for over 80% of the English learners. Approximately 11-12% of students are identified as needing special education services. In the Imperial Valley, 81% of the P-12 student population is Latino. Within this context, the teacher preparation programs are committed to a conceptual framework that focuses on (1) 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 2001-2002

A major goal reflected in teacher preparation programs is the development and implementation of partnerships with the field of practice. Partnerships with P-12 schools characterize these 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 provide teacher preparation. Because of the county-wide demand for special education personnel, special education programs collaborate with multiple districts. Working with school districts in Imperial and San Diego counties, special education internship programs help address shortages of personnel trained to provide services to children and youth with disabilities. All programs require a minimum of two semesters of field experience in culturally, linguistically, and economically diverse schools. The City Heights Collaborative is one example of a comprehensive, strategic partnership among the university, school district, and community to improve achievement in a low-income, ethnically and linguistically diverse urban neighborhood. The University manages the Collaborative's elementary, middle, and high school, where pre-service teacher preparation, graduate education, and research are integrated to raise student performance on standardized tests. SDSU provides leadership to a system-wide partnership with Queretaro, Mexico, as well as with San Diego and Imperial County school districts, to prepare bilingual education teachers through coursework 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 2001-2002**

General and bilingual teacher preparation programs were revised to meet new state standards, with initial implementation of changes occurring in 2002-2003. Program changes include addressing state-mandated teacher performance expectations; planning for integration of teacher performance assessments measuring accomplishment of expectations; and incorporation of technology, special education methods, and health education within the basic credential. A new special education methods course was designed and implemented for this purpose. Bilingual teacher preparation programs identified additional performance expectations beyond those mandated by the state, including expectations related to social justice, biliteracy/bicognition, and community. The new programs address three phases of teacher preparation and development -- undergraduate, pre-service, and induction -- in collaboration with P-12 schools, other colleges within the university, and local community colleges.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[edweb.sdsu.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	742	677	65
Single Subject Candidates	432	416	16
Education Specialist Candidates	182	146	36
Totals	1,356	1,239	117

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	459	414	45
Single Subject Candidates	293	286	7
Education Specialist Candidates	78	57	21
Totals	830	757	73

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>78</b>	<b>5</b>	
In Academic Positions with Rights and Responsibilities	7	0	
In Non-Academic Positions without Rights and Responsibilities	71	5	
<b>Single Subject Programs</b>	<b>53</b>	<b>1</b>	
In Academic Positions with Rights and Responsibilities	7	0	
In Non-Academic Positions without Rights and Responsibilities	46	1	
<b>Education Specialist Programs</b>	<b>17</b>	<b>7</b>	
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities	14	6	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

**Institution/Program:** San Diego State University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	38	16	608
Education Specialist Programs	33	14	462

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>755</b>	<b>748</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	755	755	100%	100%
Aggregate	755	755	100%	100%
Professional Knowledge/Pedagogy				
RICA	489	482	99%	98%
Aggregate	489	482	99%	98%
Academic Content Areas				
Art SSAT (12)	3	--	--	97%
Art Praxis II (0131 + 0132)	3	--	--	100%
English SSAT (01)	26	26	100%	99%
Praxis II English	26	26	100%	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Music SSAT (13)	3	--	--	100%
Music Praxis II (0111 + 0112)	3	--	--	100%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Science Praxis Test II	3	--	--	100%
Geoscience SSAT (04 + 07)	4	--	--	96%
Social Science SSAT (03)	22	22	100%	99%
Soc. Studies Praxis II (0082 + 0083)	21	21	100%	96%
Aggregate	63	63	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	192	192	100%	100%
Business SSAT (15)	1	--	--	99%
Physical Education SSAT (09)	6	--	--	98%
Phys. Educ. Praxis Test II	6	--	--	99%
Aggregate	199	199	100%	100%

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

**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 2001-2002 (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 teacher preparation programs at San Francisco State University provide students interested in pursuing a teaching credential in Multiple, Single Subject, and Education Specialists with the knowledge and skills needed to work in both urban and rural environments. The College of Education seeks to prepare reflective and innovative professionals who understand the need for educating children to live in an equitable and just society. While focus is placed on helping teacher candidates understand and work within urban school settings, attention is also given to assisting teachers work in all public and private school settings.

The College of Education is committed to collaborating with local school districts and university programs to ensure that students learn how to bridge their liberal studies and subject matter program areas with pedagogy and practice. Teacher 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 upon the lives of the children and communities with whom they will be teaching or serving.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The SFSU College of Education collaborates with local school districts and academic units to provide quality teacher preparation. The Multiple and Single Subjects, and the Educational Specialist Credential faculty and administration are working closely with district personnel to develop and implement California Senate Bill 2042 teacher preparation and induction programs.

Students entering programs learn to collaborate with each other in cohorts. In Multiple and Single Subject programs, the professor /mentor stays with the cohort until completion. An Observation and Participation course enables students to integrate pedagogy, practice and reflection.

The College of Education created a Teacher Preparation Center to recruit students from high schools and community colleges. The Teacher Preparation Center co-sponsored teacher recruitment days (e.g. Bay Area and Los Angeles school districts). The Credential Services and Data Management Office was developed to assist teacher candidates matriculate and exit credentialing programs. This office can follow a student's progress from admissions through program completion.

Finally, the College of Education faculty in Elementary, Secondary Education and Special Education collaborated with district internship coordinators to develop a series of courses/programs that enable internship candidates enter programs throughout the academic year. Through its curriculum, program cohorts, internship programs, Teacher Preparation Center, and the Credential Services and Data Management Office, the San Francisco State University College of Education is attempting to make the entry into the teaching profession a smooth and seamless process.

**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 2001-2002**

The College of Education launched a series of workshops and symposia aimed at providing students and faculty with an opportunity to dialogue about urban schools and the needs of children entering into public education. A series of workshops focused on issues of equity and social justice were sponsored by faculty, staff and students across disciplines (i.e., Elementary, Secondary, Adult, Special Education, Equity and Social Justice, and Educational Administration). This interdisciplinary effort brought speakers from California as well as Africa to discuss the ways in which education can be used to create social change within schools and society.

Departments continue to seek ways to help students move into the profession more smoothly. The College of Education's Secondary Education program created the Office of Student Field Services. This office handles all student observation/participation and student teaching placement and coordination. This office also works with each student teacher supervising professor.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.sfsu.edu/~educ/](http://www.sfsu.edu/~educ/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	826	809	17
Single Subject Candidates	516	488	28
Education Specialist Candidates	477	458	19
Totals	1,819	1,755	64

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	281	264	17
Single Subject Candidates	171	161	10
Education Specialist Candidates	76	76	0
Totals	528	501	27

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>315</b>	<b>1</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	20	1	0
In Non-Academic Positions without Rights and Responsibilities	295	0	0
<b>Single Subject Programs</b>	<b>238</b>	<b>1</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	12	1	0
In Non-Academic Positions without Rights and Responsibilities	226	0	0
<b>Education Specialist Programs</b>	<b>158</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	19	0	0
In Non-Academic Positions without Rights and Responsibilities	139	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	20 :1	0 :1
Single Subject Programs	24 :1	20 :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:** **San Francisco State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	20	15	300
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>546</b>	<b>519</b>	<b>95%</b>	<b>98%</b>
Basic Skills				
CBEST	546	544	100%	100%
Aggregate	546	544	100%	100%
Professional Knowledge/Pedagogy				
RICA	355	343	97%	98%
Aggregate	355	343	97%	98%
Academic Content Areas				
English SSAT (01)	13	13	100%	99%
Praxis II English	14	14	100%	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Japanese SSAT (21)	1	--	--	100%
Mandarin SSAT (19)	2	--	--	100%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	10	9	90%	99%
Math Praxis II (0063 + 0064)	11	10	91%	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Science Praxis Test II	2	--	--	100%
Chemistry SSAT (04 + 06)	4	--	--	100%
Chemistry Praxis II (0242 + 0433)	4	--	--	100%
Geoscience SSAT (04 + 07)	2	--	--	96%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	2	--	--	95%
Social Science SSAT (03)	18	17	94%	99%
Soc. Studies Praxis II (0082 + 0083)	19	14	74%	96%
Aggregate	60	50	83%	97%
Other Content Areas				
MSAT (0140 + 0151)	255	250	98%	100%
Business SSAT (15)	4	--	--	99%
Health Science SSAT (16)	1	--	--	99%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	261	256	98%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Jose State University**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The mission of the College of Education at San Jose State University is to prepare educators who have the knowledge, skills, disposition and ethics that ensure equity and excellence for all students in a culturally diverse, technologically complex, global community. The College is divided into eight academic departments (Child and Adolescent Development, Communicative Disorders, Counselor Education, Educational Administration and Higher Education, Elementary Education, Instructional Technology, Secondary Education and Special Education), and utilizes department chairs and program coordinators to oversee various areas of academic emphasis. The College also makes use of an Office of Credentials and Student Services, an Office of Field Placement, several internship programs, professional development schools, a diagnostic speech clinic, an accent modification clinic, and a high-tech computer laboratory.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Strength of the College of Education teacher preparation programs include a dynamic, continually developing faculty, an attention to partnerships and action-oriented, applied research, and an emphasis on excellence and equity in education. Faculty members spend time working and teaching in schools to provide real-world, applied approaches to teacher preparation in socially and technologically diverse school settings. The College has over a dozen partnerships that range from internship placements and a professional development school to on-site course delivery and recognition of outstanding multicultural activities in the schools. And, by emphasizing excellence and equity in education, the College is committed to continuous improvement of courses, programs, and services in a socially just environment where every student has a right and opportunity to learn.

**Institution/Program:** **San Jose State University**

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

**New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2001-2002**

No changes from previous year. Continued work on college reorganization and resulting policies and procedures.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[sweeneyhall.sjsu.edu](http://sweeneyhall.sjsu.edu)

**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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,195	935	260
Single Subject Candidates	426	397	29
Education Specialist Candidates	573	543	30
Totals	2,194	1,875	319

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	559	308	251
Single Subject Candidates	260	231	29
Education Specialist Candidates	70	40	30
Totals	889	579	310

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>31</b>	<b>11</b>	<b>2</b>
In Academic Positions with Rights and Responsibilities	31	11	2
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Single Subject Programs</b>	<b>32</b>	<b>14</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	32	14	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>20</b>	<b>7</b>	<b>1</b>
In Academic Positions with Rights and Responsibilities	20	4	1
In Non-Academic Positions without Rights and Responsibilities	0	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30 :1	30 :1	30 :1
Single Subject Programs	24 :1	24 :1	:1
Education Specialist Programs	1 :1	6 :1	6 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	15	16	240
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: San Jose State University**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>440</b>	<b>425</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	440	440	100%	100%
Aggregate	440	440	100%	100%
Professional Knowledge/Pedagogy				
RICA	312	300	96%	98%
Aggregate	312	300	96%	98%
Academic Content Areas				
English SSAT (01)	8	--	--	99%
Praxis II English	8	--	--	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	9	--	--	98%
Biology Praxis II (0233 + 0433)	8	--	--	98%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	26	23	88%	97%
Other Content Areas				
MSAT (0140 + 0151)	194	193	99%	100%
Industrial + Tech Ed. SSAT (18)	1	--	--	95%
Physical Education SSAT (09)	2	--	--	98%
Phys. Educ. Praxis Test II	2	--	--	99%
Aggregate	197	196	99%	100%

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

**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 2001-2002 (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 8100 students including 832 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. The 33-fulltime faculty in the School of Education include two Educators in Residence, classroom teachers selected to join the university faculty for a one or two-year term.

SSU recommended 588 students for credentials of all types. Our graduates hold positions in rural, urban, and suburban school districts in six counties in northern California. In the Bellevue and Roseland school districts, our credential candidates work in schools in which 52% of the students speak Spanish and are learning English. Credential 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. In undergraduate programs, SSU offers integrated/blended subject matter/credential program that allow a student to complete courses and field experiences in General Education, their major, and basic teaching credential in four years.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

**School / University Partnerships.** Teacher credential candidates have a rigorous preparation program that includes one year at a school site for participant observation and student teaching. Entering students are placed in one of our 40 partnership schools to provide many opportunities to apply their knowledge of teaching and learning. Students engage in Power Point presentations, Web searches, and the creation of digital portfolios and digital videos of their practice.

**Professional development schools.** Sonoma State University has partnerships with three professional development schools founded on the principles of school renewal developed by John Goodlad. Each school is located in a different district and represents a different grade level: Sheppard Elementary School, Creekside Middle School, and Maria Carrillo High School. A university faculty member is at the school each week, working with teacher candidates, classroom teachers, and principals.

**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. 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. In the Multiple Subject program, a university professor evaluates credential candidates at the school collaboration site, working on site one day a week in a learning community of beginning credential candidates, student teachers, classroom teachers, administrators, and K-6 pupils.

**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 2001-2002**

1. The initial cohort is completing the first year in the Hutchins Liberal Studies / Education blended program. These freshmen have participated in early field studies, a team-taught seminar, and an integrated curriculum that blends general education, liberal studies, and preparation for the Multiple Subject credential.
2. New Single Subject and Multiple Subject programs have been developed and approved by the California Commission on Teacher Credentialing. The programs are aligned with the California K-12 content standards and with new requirements in the preparation of teachers.
3. Collaboration with community colleges is expanding the teacher recruitment pipeline. Joint programs with Santa Rosa Junior College, Solano Community College, and Marin Community College will smooth the transition of students into Sonoma State University. One of the undergraduate Education courses is being taught at the junior colleges.
4. Data from the second year of the CSU Survey of Graduates and their Supervisors are being used to inform programs about preparation of beginning teachers.
5. Federal and state technology grants have funded professional development for 1100 K-12 teachers. University faculty in Arts and Sciences and Education are working with classroom teachers to develop video lessons for California's Internet2. Video conferencing is being used in an experimental program to support supervision of student teachers.
6. The School of Education is preparing for initial NCATE accreditation and a Director of Accreditation

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.sonoma.edu/education](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	332	332	0
Single Subject Candidates	180	180	0
Education Specialist Candidates	130	110	20
Totals	642	622	20

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	117	117	0
Single Subject Candidates	87	87	0
Education Specialist Candidates	58	38	20
Totals	262	242	20

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>1 2 0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	103	0	0
Single Subject Programs	<b>1 1 1</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	94	0	0
Education Specialist Programs	<b>1 8</b>	<b>1</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	1	0
In Non-Academic Positions without Rights and Responsibilities	12	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	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	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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	25	16	400
Education Specialist Programs	30	16	480

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>239</b>	<b>233</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	239	237	99%	100%
Aggregate	239	237	99%	100%
Professional Knowledge/Pedagogy				
RICA	129	125	97%	98%
Aggregate	129	125	97%	98%
Academic Content Areas				
Art SSAT (12)	2	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	10	10	100%	99%
Praxis II English	10	10	100%	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	3	--	--	96%
Aggregate	20	20	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	70	69	99%	100%
Health Science SSAT (16)	2	--	--	99%
Aggregate	72	71	99%	100%

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

**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 2001-2002 (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 following principles promote the Graduate School of Education's mission to emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models.

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;

-Designed to produce reflective practitioners by providing: field experiences in urban schools; cohorts of professional colleagues who collaborate on planning and instruction; opportunities for faculty and student interaction; and extensive practice with regular supervision.

-Designed to nurture and enhance collaborations with the K-12 sector.

-Geared to research and development efforts with concern for school reform.

The Cal Urban Partnership Intern Program of UC Berkeley Extension supports the mission and goals of UC Berkeley Extension and its Education Department by promoting a lifelong learning perspective starting with

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Berkeley credential programs offer:

-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Professional 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 broadly diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing Berkeley students to encounter a broad range of district policies, curricula, and socio-economic settings.

-Credential programs benefit from faculty research that is related to professional practice; programs are designed to help candidates translate current research findings into professional practice.

-Innovative and model professional preparation programs, including a strong and integrated technology component. Also, all programs, except CalPIP, 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.

-Instruction providing appropriate background and methodology is concurrent with fieldwork in the student's professional specialty or subject area. Berkeley programs provide an opportunity for students to practice and test campus instruction in their own classroom or school settings.

**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 2001-2002**

- Programs have responded to changes in state requirements under SB2042. They are participating in the creation of an alternate Teaching Performance Assessment, with other UC campuses and universities, that is well-suited to our program philosophy and goals.
- Berkeley's multiple-subject teaching credential program is piloting a new summer session program intended to integrate the arts with standards in other content areas.
- The Coordinator of Berkeley's English credential program is participating in the Student Teaching Coordinating Council. The goal of the Council is to create a partnership between the San Francisco Unified School District, and higher education institutions, to improve the preparation, hiring, and induction processes in San Francisco's public schools.
- Faculty in the Mathematics and Science credential program are partnering with UCLA, the University of Wisconsin, and the Berkeley Unified School District on the new Diversity in Mathematics Education project. "DiME" provides release time for teachers to work with their colleagues, UC students and faculty, in order to collaborate on ways to help all students succeed in mathematics and to inform teacher education practice.
- UC Berkeley Extension's internship program is continuing its implementation of an intensive professional development program for supervisors. It has also continued to enlarge its professional library of videotapes, resource books, and technological resources.
- Additionally, UCB Extension is collaborating with partner school districts on the development of SB2042

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[gse.berkeley.edu](http://gse.berkeley.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	102	44	58
Single Subject Candidates	66	66	0
Education Specialist Candidates	0	0	0
Totals	168	110	58

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	101	44	57
Single Subject Candidates	47	47	0
Education Specialist Candidates	0	0	0
Totals	148	91	57

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>9</b>	<b>10</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	9	0	0
In Non-Academic Positions without Rights and Responsibilities	0	10	0
Single Subject Programs	<b>8</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	6 :1	0 :1
Single Subject Programs	9 :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:** UC Berkeley

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	14.3	56	800
Single Subject Programs	16.4	32	525
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>78</b>	<b>78</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	78	78	100%	100%
Aggregate	78	78	100%	100%
Professional Knowledge/Pedagogy				
RICA	44	44	100%	98%
Aggregate	44	44	100%	98%
Academic Content Areas				
English SSAT (01)	25	25	100%	99%
Praxis II English	23	23	100%	99%
Math SSAT (02)	4	--	--	99%
Math Praxis II (0063 + 0064)	4	--	--	98%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Aggregate	32	32	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	37	37	100%	100%
Aggregate	37	37	100%	100%

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

**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 2001-2002 (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:

Teachers in California face the most ethnically and linguistically diverse population in the country. At UC Davis we offer two routes to obtaining an elementary credential--a MA/credential program and an intensive summer elementary credential program offered in collaboration with the Bilingual/Multicultural Department of the California State University, Sacramento campus (CSUS). UC Davis offers MA/secondary credential programs in the areas of Agriculture, English, Mathematics, Science, and Social Science. Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. UC Davis continues to offer qualified candidates the option of enrolling in a BCLAD emphasis, designed to work with K-12 students who are in the process of learning English in a bilingual program. Collaborating K-12 teachers contribute to the programs by participating in the design of the curriculum, teaching some of the required courses, supervising student teachers; and participating in the screening and assessment of program applicants. We have been successful in maintaining a program commitment to serving a diverse community of student teachers, with ethnic minority students representing at least twenty-four percent of the program enrollment.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The design, implementation, and assessment of the UC Davis credential programs are guided by four principles. These principles define the roles that our program believes to be essential in the preparation of new teachers for ethnically and linguistically diverse communities. They are: 1) Collaborative professionals who work with students, colleagues, parents to forge effective teaching practice; 2) Advocates for Educational Equity who champion high expectation for learning in all students; 3) Reflective practitioners who employ inquiry and reflection on practice to create effective classroom communities; and 4) Investigative teachers who continuously examine, define and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus. Our research on the UC Davis program accomplishments confirms that these four organizing principles provide our students with the critical knowledge and tools for working successfully in California's K-12 classrooms as evidenced by follow-up surveys and observations of program graduates. A key element contributing to the success of our graduates is our focus on advocacy and the creation of small learning communities with significant faculty mentoring. Students work with graduate faculty engaged in research about school-based teaching and learning, and with teacher education faculty who have had substantive and exemplary experience in the schools in the appropriate credential area. Another key element of our Program's vision is to ensure that faculty who teach credential methods courses also supervise students in the field placements.

**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 2001-2002**

Beginning in the 2002-03 academic year, the academic year elementary and secondary credential programs were enhanced by providing students with the opportunity to work toward a master degree and a teaching credential. The coursework for the masters portion of the program provides credential candidates with opportunities to take classes and engage in work that will enhance their teaching practice as well as, within a mentored context, work on National Board Certification type activities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[education.ucdavis.edu/teachered/TeacherEd.html](http://education.ucdavis.edu/teachered/TeacherEd.html)

**Institution/Program: UC Davis**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	75	75	0
Single Subject Candidates	28	28	0
Education Specialist Candidates	0	0	0
Totals	103	103	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	75	0
Single Subject Candidates	28	28	0
Education Specialist Candidates	0	0	0
Totals	103	103	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>6</b>		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	<b>3</b>		
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 2001-2002\*

	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 2001-2002

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

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>102</b>	<b>98</b>	<b>96%</b>	<b>98%</b>
Basic Skills				
CBEST	102	102	100%	100%
Aggregate	102	102	100%	100%
Professional Knowledge/Pedagogy				
RICA	70	69	99%	98%
Aggregate	70	69	99%	98%
Academic Content Areas				
English SSAT (01)	7	--	--	99%
Praxis II English	6	--	--	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	8	--	--	98%
Biology Praxis II (0233 + 0433)	8	--	--	98%
Aggregate	16	13	81%	97%
Other Content Areas				
MSAT (0140 + 0151)	50	50	100%	100%
Aggregate	50	50	100%	100%

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

**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 2001-2002 (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. As society experiences extraordinary change, both demographically and technologically, our schools and teachers must be prepared to serve the needs of a highly diverse student population through practices which represent the very best from both theoretical and clinical perspectives.

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 multilingual 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 2001-2002

While we have a longstanding relationship and professional history with many of our schools, in the past two years our growth has brought a number of new schools into our partnership network. During 2001-02, UCI worked to create new partnerships and build on previous ones in order to build capacity for quality mentoring for teacher candidates.

Our program is designed so that our prospective teachers develop habits of inquiry, awareness and professionalism that will enable them to be successful in the specific cultural and linguistic contexts in which they will work. A thorough grounding in educational research attends all of the course work candidates undertake. Portfolio development, case studies, critical cultural inquiries, and reflection-on-practice processes are major parts of their learning.

**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 2001-2002**

Beginning in the 2001-2002 year, directors and faculty began the process of redesigning programs to meet the new California S.B. 2042 Standards, including the development of a Teaching Performance Assessment. Special and early emphasis was placed on redesign to integrate theory and methods of teaching English language learners throughout the program as per July 1, 2002 S.B. 2042, Standard 13 requirements.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.gse.uci.edu](http://www.gse.uci.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	82	13
Single Subject Candidates	67	49	18
Education Specialist Candidates	0	0	0
Totals	162	131	31

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	91	78	13
Single Subject Candidates	57	42	15
Education Specialist Candidates	0	0	0
Totals	148	120	28

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>9</b>	<b>4</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	9	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>6</b>	<b>3</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	3 :1	NA :1
Single Subject Programs	8 :1	6 :1	NA :1
Education Specialist Programs	NA :1	NA :1	NA :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	20	540
Single Subject Programs	15	20	300
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>142</b>	<b>140</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	141	141	100%	100%
Aggregate	141	141	100%	100%
Professional Knowledge/Pedagogy				
RICA	88	88	100%	98%
Aggregate	88	88	100%	98%
Academic Content Areas				
English SSAT (01)	12	12	100%	99%
Praxis II English	13	12	92%	99%
German SSAT (20)	1	--	--	100%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	6	--	--	99%
Math Praxis II (0063 + 0064)	6	--	--	98%
Biology SSAT (04 + 05)	11	11	100%	98%
Biology Praxis II (0233 + 0433)	11	11	100%	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	15	15	100%	99%
Soc. Studies Praxis II (0082 + 0083)	15	14	93%	96%
Aggregate	49	47	96%	97%
Other Content Areas				
MSAT (0140 + 0151)	80	80	100%	100%
Aggregate	80	80	100%	100%

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

**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 2001-2002 (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 masters degree, TeachLA/TeachLynwood, a university internship program and the UCLA Extension Urban Internship program. TEP and TeachLA/TeachLynwood 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. All three offer extensive training for teaching English Language Learners. TEP offers a 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 Angeles County.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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. We think of our work with new teachers as less the transfer of skills and knowledge than helping them to forge new identities as social justice educators as they work in urban schools.

The Urban Teacher Education Collaborative was established in 2002. It brings together teacher educators, researchers, classroom teachers, and community members to create innovative learning tools and apprenticeship opportunities that facilitate the growth of the Teacher Education Program and assist other programs in preparing committed, capable teachers for urban schools.

Program faculty developed four committees to facilitate reflection and systematic inquiry about their practice: Faculty Development, Student Development, Curriculum, and Community Partnership. Through these committees, faculty and students make programmatic decisions. The committees form the basis for developing instructional case studies, which serve as learning tools for our own faculty as well as other teacher educators attempting to create contextually appropriate approaches to urban education.

Various opportunities for research based professional growth exist for candidates in the first years of teaching and for experienced school support professionals. These include participation in the CA Subject Matter Projects, and professional development workshops that are content based and are supported by private, state and federal funds.

**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 2001-2002**

During 2002-2003, the Teacher Education program faculty has redesigned its program to meet the SB 2042 standards established for California's teacher education credential programs. English Language Learner, Technology, and Literacy theories and strategies have been embedded in all elementary and secondary methods courses. We continue to develop stronger ties to our partnership districts as we plan together for the induction phase of the credential process.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.centerx.gseis.ucla.edu](http://www.centerx.gseis.ucla.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	187	98	89
Single Subject Candidates	93	57	36
Education Specialist Candidates	0	0	0
Totals	280	155	125

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	187	98	89
Single Subject Candidates	84	49	35
Education Specialist Candidates	0	0	0
Totals	271	147	124

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>11</b>	<b>18</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	11	17	0
Single Subject Programs	<b>12</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	12	7	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	15 :1	:1
Single Subject Programs	15 :1	8 :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 Los Angeles

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	16	320
Single Subject Programs	10	22	220
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>214</b>	<b>214</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	214	214	100%	100%
Aggregate	214	214	100%	100%
Professional Knowledge/Pedagogy				
RICA	133	133	100%	98%
Aggregate	133	133	100%	98%
Academic Content Areas				
English SSAT (01)	11	11	100%	99%
Praxis II English	11	11	100%	99%
Math SSAT (02)	4	--	--	99%
Math Praxis II (0063 + 0064)	5	--	--	98%
Biology SSAT (04 + 05)	15	15	100%	98%
Biology Praxis II (0233 + 0433)	15	15	100%	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	15	15	100%	99%
Soc. Studies Praxis II (0082 + 0083)	15	15	100%	96%
Aggregate	49	49	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	98	98	100%	100%
Aggregate	98	98	100%	100%

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

**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 2001-2002 (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 problems in education. The range of issues 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 2001-2002

During the 2001-02 UCR Teacher Education began expanding communication with community colleges to expedite the path to teacher preparation. With the implementation of our multiple subject-blended program, we have created a pipeline with several community colleges to attract students from diverse backgrounds into the teaching profession and UCR's credential program. Also, implemented during the 2001-02 academic year was the new Master of Education degree (M.Ed.) that is completed in conjunction with the multiple subject or single subject credential program. This new degree option educates teachers to enhance their teaching through the use of educational theory, research, and technology.

**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 2001-2002**

The California Commission on Teacher Credentialing adopted new standards of quality and effectiveness for multiple and single subject teacher preparation programs during September, 2001 which are known as the SB 2042 standards. UC Riverside faculty worked diligently to restructure its programs and submit documentation for approval under the new standards. UCR was approved as an early adopter of the SB 2042 standards for the 2002-03 year. The restructure of the multiple subject and single subject programs prepares all teacher candidates to teach English learners in the general education classroom.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.education.ucr.edu/teach/](http://www.education.ucr.edu/teach/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	84	63	21
Single Subject Candidates	47	33	14
Education Specialist Candidates	13	6	7
Totals	144	102	42

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	84	63	21
Single Subject Candidates	47	33	14
Education Specialist Candidates	13	6	7
Totals	144	102	42

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

Number of Supervising Teachers During 2001-2002  
(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	3	1	
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	2	1	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

**Institution/Program: UC Riverside**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	10	350
Single Subject Programs	35	10	350
Education Specialist Programs	35	10	350

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>126</b>	<b>125</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	126	126	100%	100%
Aggregate	126	126	100%	100%
Professional Knowledge/Pedagogy				
RICA	88	87	99%	98%
Aggregate	88	87	99%	98%
Academic Content Areas				
English SSAT (01)	6	--	--	99%
Praxis II English	6	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	4	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	18	18	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	30	30	100%	100%
Aggregate	30	30	100%	100%

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

**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 2001-2002 (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 the Teacher Education Program (TEP) at the University of California, San Diego, actualizes their commitment to equitable education for all children by preparing new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of students and the community. TEP offers a one-year graduate program leading to the Master of Education/California Multiple Subject Credential and the Master of Education/California Single Subject Credential in English, Mathematics or the Sciences. In addition, TEP offers bilingual credentials (BCLAD) in Spanish-English and American Sign Language-English.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The TEP faculty believe that the equitable participation of children in schools and classrooms requires fundamental changes in our approach to teaching and learning. Additive approaches to curriculum design and mere social and cultural awareness training are not sufficient preparation for teachers to make learning more accessible and equitable for children who are underserved by our public instructions. TEP credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically develop 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 face the most severe shortages in the state. These schools are typically challenged with complex social and economic factors such as 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 2001-2002

The Teacher Education Program at UCSD is piloting a new Performance Assessment for California Teachers (PACT) instrument as part of our secondary students overall electronic portfolio. PACT is currently being validated by twelve California IHEs for implementation as an alternative Teaching Performance Assessment for the State of California.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[tep.ucsd.edu](http://tep.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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	64	64	0
Single Subject Candidates	48	0	48
Education Specialist Candidates	7	7	0
Totals	119	71	48

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	25	0	25
Education Specialist Candidates	4	4	0
Totals	75	50	25

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>6</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>4</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>1</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>8 :1</b>	<b>0 :1</b>	<b>0 :1</b>
Single Subject Programs	<b>0 :1</b>	<b>6 :1</b>	<b>0 :1</b>
Education Specialist Programs	<b>4 :1</b>	<b>0 :1</b>	<b>0 :1</b>

\* 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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	0	0	0
Education Specialist Programs	30	24	720

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>75</b>	<b>75</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	75	75	100%	100%
Aggregate	75	75	100%	100%
Professional Knowledge/Pedagogy				
RICA	50	50	100%	98%
Aggregate	50	50	100%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Physics SSAT (04 + 08)	2	--	--	100%
Physics Praxis II (0262 + 0433)	2	--	--	95%
Aggregate	7	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	40	40	100%	100%
Aggregate	40	40	100%	100%

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

**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 2001-2002 (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.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.education.ucsb.edu](http://www.education.ucsb.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	54	54	0
Single Subject Candidates	66	66	0
Education Specialist Candidates	4	4	0
Totals	124	124	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	54	54	0
Single Subject Candidates	66	66	0
Education Specialist Candidates	4	4	0
Totals	124	124	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>9</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Single Subject Programs	<b>9</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Education Specialist Programs	<b>1</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

**Institution/Program: UC Santa Barbara**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: UC Santa Barbara**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>122</b>	<b>122</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	122	122	100%	100%
Aggregate	122	122	100%	100%
Professional Knowledge/Pedagogy				
RICA	56	56	100%	98%
Aggregate	56	56	100%	98%
Academic Content Areas				
Art SSAT (12)	3	--	--	97%
Art Praxis II (0131 + 0132)	3	--	--	100%
English SSAT (01)	15	15	100%	99%
Praxis II English	15	15	100%	99%
Japanese SSAT (21)	1	--	--	100%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	7	--	--	98%
Biology Praxis II (0233 + 0433)	7	--	--	98%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	14	14	100%	99%
Soc. Studies Praxis II (0082 + 0083)	14	14	100%	96%
Aggregate	44	44	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	43	43	100%	100%
Aggregate	43	43	100%	100%

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

**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 2001-2002 (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 UCSC campus offers 27 graduate 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 the Crosscultural Language and Academic Development (CLAD) and Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis teaching credentials, both Multiple Subject and Single Subject: English, Math, Science and Social Science. 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 2001-2002

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 2001-2002**

UC Santa Cruz was an "Early Adopter" of SB 2042 mandated changes to teacher preparation and one of the first campuses statewide to receive approval for its revised program. By design, the program provides extensive opportunities for its candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the State Teaching Performance Expectations.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[education.ucsc.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	78	78	
Single Subject Candidates	35	35	
Education Specialist Candidates			
Totals	113	113	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	75	
Single Subject Candidates	31	31	
Education Specialist Candidates			
Totals	106	106	

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

Number of Supervising Teachers During 2001-2002  
(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			
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	3		
In Academic Positions with Rights and Responsibilities			
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	19 :1	:1	:1
Single Subject Programs	11 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	16	240
Single Subject Programs	15	16	240
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>98</b>	<b>98</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	98	98	100%	100%
Aggregate	98	98	100%	100%
Professional Knowledge/Pedagogy				
RICA	72	72	100%	98%
Aggregate	72	72	100%	98%
Academic Content Areas				
English SSAT (01)	9	--	--	99%
Praxis II English	9	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	4	--	--	98%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	20	20	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	55	55	100%	100%
Aggregate	55	55	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

**Institution/Program:** Alliant International University (formerly United States

## 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 who make a difference 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 2001-2002

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 in order to continually achieve these goals.

**Institution/Program: Alliant International University (formerly United States**

**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 2001-2002

The AIU Teacher Education Program is in the process of a reflective self-study in preparation for an initial NCATE accreditation visit scheduled for November 2003.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.alliant.edu](http://www.alliant.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	29	29	0
Single Subject Candidates	23	21	2
Education Specialist Candidates	0	0	0
Totals	52	50	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	29	0
Single Subject Candidates	23	21	2
Education Specialist Candidates	0	0	0
Totals	52	50	2

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>18</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	18	0	0
Single Subject Programs	<b>18</b>	<b>2</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	18	2	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	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	3 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

**Institution/Program: Alliant International University (formerly United States**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Alliant International University (formerly United States**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>52</b>	<b>52</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	52	52	100%	100%
Aggregate	52	52	100%	100%
Professional Knowledge/Pedagogy				
RICA	28	28	100%	98%
Aggregate	28	28	100%	98%
Academic Content Areas				
English SSAT (01)	5	--	--	99%
Praxis II English	5	--	--	99%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Social Science SSAT (03)	5	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	5	--	--	96%
Aggregate	13	13	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	23	23	100%	100%
Business SSAT (15)	1	--	--	99%
Health Science SSAT (16)	2	--	--	99%
Aggregate	26	26	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

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

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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. The Program includes four literacy courses, which provide candidates with exceptional reading instruction abilities through a broad range of theories, models, and materials. 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 (5th-year & emergency permit teachers) are closely supervised during daily student teaching by Program Faculty who are familiar with all aspects of the Program's curriculum.

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

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

**New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place  
in 2001-2002**

Antioch University has adopted a developmental assessment of student teaching performance that includes all of the California Standards for the Teaching Profession (CSTP) and adds new standards in social justice and ecological literacy.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.antiochla.edu](http://www.antiochla.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

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

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8		
In Academic Positions with Rights and Responsibilities	8		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			
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 2001-2002\*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	18	3456
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

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

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>16</b>	<b>16</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	16	16	100%	100%
Aggregate	16	16	100%	100%
Professional Knowledge/Pedagogy				
RICA	16	16	100%	98%
Aggregate	16	16	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	15	15	100%	100%
Aggregate	15	15	100%	100%

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

**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 2001-2002 (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 is an evangelical Christian University. The School of Education and Behavioral Studies seeks to “develop competent, innovative, visionary educators, and scholarly practitioners of high moral and ethical character.” The Department of Teacher Education has offered state-approved programs since 1963. It offers a B.A. in Liberal Studies and an accelerated B.A. in Human Development (CCTC-approved subject matter programs for future multiple-subject teachers) and all of the professional certification programs. The university also offers eight CCTC-approved single subject preparation programs for undergraduates. Prospective teacher candidates reflect the diversity of the students and districts they will later serve including communities that are racially and linguistically diverse. University mentors continue to report that program graduates are outstanding first- and second-year teachers.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

In 2000-2001, the School of Education and Behavioral Studies received full accreditation from CCTC and NCATE (National Council for Accreditation of Teacher Education). APU became one of only 16 California institutions that are NCATE accredited. There continues to be a consistent focus on recruiting both faculty and students who are persons of color. In keeping with increased numbers of interns, APU offers courses with flexible schedules on a nine-week term with late afternoon start times. APU offers Multiple Subject, Single Subject, Special Education Intern, and traditional credential programs. Given the qualifications of full-time faculty and the highly-qualified practitioners who serve as adjunct faculty, the Department of Teacher Education is able to assure prospective employers that program graduates are well prepared academically and professionally.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.apu.edu/](http://www.apu.edu/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	896	344	552
Single Subject Candidates	449	449	
Education Specialist Candidates	447	447	
Totals	1,792	1,240	552

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	255	118	137
Single Subject Candidates	73	73	
Education Specialist Candidates	149	149	
Totals	477	340	137

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>28</b>	<b>28</b>	
In Academic Positions with Rights and Responsibilities	4	7	
In Non-Academic Positions without Rights and Responsibilities	24	21	
Single Subject Programs	<b>13</b>		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	11		
Education Specialist Programs	<b>42</b>		
In Academic Positions with Rights and Responsibilities	25		
In Non-Academic Positions without Rights and Responsibilities	17		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	15 :1	:1
Single Subject Programs	20 :1	:1	:1
Education Specialist Programs	20 :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: Azusa Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

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

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>377</b>	<b>371</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	377	376	100%	100%
Aggregate	377	376	100%	100%
Professional Knowledge/Pedagogy				
RICA	288	282	98%	98%
Aggregate	288	282	98%	98%
Academic Content Areas				
English SSAT (01)	10	10	100%	99%
Praxis II English	10	10	100%	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	4	--	--	99%
Math Praxis II (0063 + 0064)	4	--	--	98%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	22	22	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	136	136	100%	100%
Business SSAT (15)	3	--	--	99%
Health Science SSAT (16)	8	--	--	99%
Physical Education SSAT (09)	4	--	--	98%
Phys. Educ. Praxis Test II	4	--	--	99%
Aggregate	151	151	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Bethany College - Assemblies of God**

## 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 College, a small, private, Christian college, 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 College 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 equips individuals to be leaders wherever they choose to serve.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

During the 2001 - 2002 academic year the professional preparation program at Bethany College instituted a subject area mentor program. This program allows candidates to be coached in the subject matter related to their credential area by a current practitioner in the field. Coaching includes review of material related to the teaching of the California content standards and association 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 College - Assemblies of God**

**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 2001-2002**

Continued subject specific mentoring (in addition to master teacher and college supervisor support) will enhance student learning through increased interaction with peers and classroom teachers. Collaboration of discussion groups and the continued utilization of computer-based technologies will enable students to focus on the community of learners and to become participants in the broad based network of the education profession.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.bethany.edu](http://www.bethany.edu)

**Institution/Program: Bethany College - Assemblies of God**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	59	59	
Single Subject Candidates	23	23	
Education Specialist Candidates			
Totals	82	82	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	28	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	39	39	

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	6		
Single Subject Programs	5		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :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: Bethany College - Assemblies of God**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: Bethany College - Assemblies of God**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>29</b>	<b>29</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	29	29	100%	100%
Aggregate	29	29	100%	100%
Professional Knowledge/Pedagogy				
RICA	24	24	100%	98%
Aggregate	24	24	100%	98%
Academic Content Areas				
English SSAT (01)	2	--	--	99%
Praxis II English	2	--	--	99%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	5	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	13	13	100%	100%
Aggregate	13	13	100%	100%

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

**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 2001-2002 (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 Department of Education continues to strive toward its own mission to equip Christian teachers and administrators for service in public, private, mission and homeschools through biblically-centered education, scholarship and service. For several decades, Biola's Department of Education has taken pride in its role of preparing the finest educators within a context of practical, hands-on learning, through a combination of extensive community involvement and a fully doctored, full-time faculty bringing rich and diverse experience to the instructional level. In compliance of 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, many of Biola's teaching credential candidates are offered the chance to complete coursework and field practicum requirements in a variety of overseas school settings. Through these varied and challenging assignments, students in Biola's University 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 2001-2002

During the 2000-2001 academic year, students and credential candidates under Biola University's Department of Education were afforded the opportunity to pursue their degrees and credentials in a nationally ranked program. In the 1999-2000 study conducted by US News and World Report, Biola University's Graduate Education Program was ranked among the top 100 programs within its class in the nation. Furthermore, Biola University's Department of Education has helped to produce six school and district-wide Educators of the Year in the past 4 years. The factors leading to the success of Biola's Teacher Preparation Program include small class sizes with a low student-to-faculty ratio as well as a fully-doctored full-time faculty of former public and private educators and administrators. Biola University's Department of Education has also continued to hold to academic standards and fieldwork requirements far surpassing the standard requirements of the State of California in these respective areas. Biola has also continued to rely heavily on the surrounding educational community, implementing the suggestions and ideas of local educators and administrators for how to better serve our students while impacting local 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 2001-2002**

The following improvements were made to the Teacher Preparation Program :

1. A CLAD-embedded program was approved by CCTC for all new students (under AB1057).
2. CLAD courses for those already with credentials, are offered more frequently to enable students to obtain a CLAD credential within two semesters.
3. Students who enrolled in the Introduction to Teaching course prior to being CLAD embedded, will have the option of attending a 1 unit seminar/independent study course which will cover the CLAD content required.
4. There has been ongoing progress in developing a new website where students will have access to all program requirements and any pertinent forms and applications.
5. An undergraduate newsletter from the Education Department was initiated and distributed to students in the Fall and Spring semesters.
6. A Career Fair designated specifically for students seeking teaching positions in public and private schools was held on campus. District personnel collected resumes from interested students and often conducted interviews as well.
7. There has been a significant increase in the number of classroom presentations made by Education Department personnel and advisors to update students on program and state requirements.
8. Full submission of the SB2042 Liberal Studies and Teacher Preparation Program documents have been submitted to CCTC. Restructuring increases partnerships with schools.
9. Full submission of SB2042 Teacher Intern Program to CCTC. If approved, this will provide support to many teachers in schools who are challenged to obtain fully credentialed teachers.
10. Opened satellite program in Inglewood to assist in training teachers in the Los Angeles area.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.biola.edu/catalog\\_2001/undergrad/education.cfm](http://www.biola.edu/catalog_2001/undergrad/education.cfm)

**Institution/Program: Biola University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	260	260	0
Single Subject Candidates	172	172	0
Education Specialist Candidates	0	0	0
Totals	432	432	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	33	33	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	0	0	0
Totals	54	54	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>66</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	66	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>21</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	21	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20 :1	0 :1	0 :1
Single Subject Programs	20 :1	0 :1	0 :1
Education Specialist Programs	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 2001-2002

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>53</b>	<b>53</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	53	53	100%	100%
Aggregate	53	53	100%	100%
Professional Knowledge/Pedagogy				
RICA	32	32	100%	98%
Aggregate	32	32	100%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Aggregate	6	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	9	--	--	100%
Aggregate	9	--	--	100%

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

**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 2001-2002 (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 School of Education faculty strives to develop reflective, accepting, and caring teachers, who will model the moral dimensions of a genuine Christian life. When reflective, one is integrated and balanced. When accepting, one embraces the differences in others. When caring, one supports and validates others. This represented in our mission statement.

The mission of the School of Education's Professional Teacher Preparation Program is to prepare teachers of high moral character and ethical behavior to teach in schools throughout the world and to empower teachers who are dedicated to the academic and individual achievements of all students.

The School of Education at CBU offers these basic credentials: Multiple Subject, Single Subject, and Education Specialist: Mild/Moderate Level I with a dual credential option and the Mild/Moderate Level II. Also offered: Administrative Services (Tier I) and a Reading Certificate.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

There are many reasons the School of Education programs at CBU excel. First, all faculty have had K-12 teaching experience, making them knowledgeable, empathetic role models. Extensive fieldwork in pre-requisite courses and professional methods courses help candidates integrate theory and practice before student teaching. CBU candidates student teach full-time for one semester with students who have diverse needs. Adjusting schedules for candidates who are already employed is another reason the School of Education meets the needs of future teachers. Finally, Multiple Subject and Education Specialist: Mild/Moderate (Level I) Credential candidates have the opportunity to attend free RICA reviews.

Admission into the Credential Program at CBU requires the completion of pre-requisite courses which present an overview of teaching, child development, cultural and language diversity, and computer technology. Therefore, students may decide whether teaching is the right career for them prior to the professional part of the program.

Professional methods courses build upon the pre-requisite foundations. Multiple Subject Credential students focus upon Reading and Phonics, Math, Science, Language Arts, Social Studies, and Classroom Management. Single Subject Credential students follow a similar sequence of professional courses including Reading and Writing in the Content Areas, Secondary Methodology, Content Area Specialization, and Classroom Management. Student teaching for all candidates is intensive. Weekly seminars engage students in large and small groups. Guest speakers, specialists and panel members from local school districts provide real life experiences.

**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 2001-2002**

California Baptist University has taken new initiatives to improve program excellence and effectiveness. This is reflected by our recent approval of the Education Specialist: Mild/Moderate Level II program. CBU supports the new IIC (Individualized Internship Certificate) Option as a quality route for teachers who seek or maintain employment while enrolled in a teacher preparation program. Collaborative efforts have been initiated with districts who agree to support this option.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.calbaptist.edu/](http://www.calbaptist.edu/)

**Institution/Program: California Baptist University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	95	0
Single Subject Candidates	23	23	0
Education Specialist Candidates	19	19	0
Totals	137	137	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	95	95	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	15	15	0
Totals	132	132	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>19</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	19	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Single Subject Programs</b>	<b>4</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>3</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	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 2001-2002\*

	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	5 :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:** **California Baptist University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	6	12	72
Single Subject Programs	6	12	72
Education Specialist Programs	6	12	72

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>132</b>	<b>129</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	132	132	100%	100%
Aggregate	132	132	100%	100%
Professional Knowledge/Pedagogy				
RICA	103	101	98%	98%
Aggregate	103	101	98%	98%
Academic Content Areas				
English SSAT (01)	3	--	--	99%
Praxis II English	3	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	11	10	91%	97%
Other Content Areas				
MSAT (0140 + 0151)	55	55	100%	100%
Aggregate	55	55	100%	100%

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

**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 2001-2002 (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, Pre-Interns, and Interns are prepared in the public schools of Ventura County. 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. CLU has several partnership agreements with the Ventura County Superintendent of Schools Office.

Multiple Subject [elementary] and Single Subject [secondary] Teaching Credentials are offered in a program that is an early adopter of the AB2042 standards. The University is committed to continuing to offer the Bilingual Cross-cultural Language and Academic Development [BCLAD] [Spanish] Emphasis option for teaching credentials. Educational Specialist Credentials in the special education categories of Mild to Moderate and Moderate to Severe are provided at CLU to intern credential holders.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

CLU has been actively engaged in Preparing Tomorrows Teachers for Technology, [PT3] based on a US government grant supporting the development of technological competence in teachers. Computer utilization is developed throughout our curriculum. Candidates present evidence of their development as teachers in a unique web-based electronic portfolio system. Service learning is a component of selected course work and provides students with critical experience tied to important educational theories that guide practice.

Benchmarks are interspersed throughout the program, from admission to exit, where candidates provide evidence of practice in their electronic portfolios that are organized around the California Standards for the Teaching Profession [CSTP] and Teaching Performance Expectations [TPEs].

The full-time program is comprised of a semester of foundation courses, a semester of methods courses accompanied with a beginning student teaching placement, and a full semester of student teaching in a setting selected with input by the student. The goal of weekly supervisory visits and seminars with student teachers is to provide a strong support base that contributes greatly to program quality.

Intern students complete the program over a period of two years at times convenient for their teaching schedule. They receive regular supervisory support as they develop teaching proficiencies and bring theory into practice.

After obtaining their preliminary credential, and in conjunction with their induction program, students may complete an optional Masters of Education degree with three classes designed to support their first years of teaching.

**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 2001-2002**

California Lutheran University is an early adopter of AB2042 standards for professional teacher preparation. Following Commission approval of our new program new candidates will enroll in a revised program for a preliminary Multiple or Single Subject credential. A cooperative induction program is being developed with Ventura County districts to support qualifying for a clear credential during the initial years of teaching. Numerous opportunities to learn about and then demonstrate competence in the Teacher Performance Expectations are included in the newly revised program. An increased use of technology modeled by committed faculty and imbedded throughout the coursework continues to be a hallmark of the program. A web-based portfolio is used as a repository of student artifacts and a stimulant for instructional conversations between faculty members and candidates. Opportunity to complete a program at a professional development school site is offered.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.clunet.edu/Admission/Graduate/SchoolEducation/CLU.html](http://www.clunet.edu/Admission/Graduate/SchoolEducation/CLU.html)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	188	180	8
Single Subject Candidates	138	126	12
Education Specialist Candidates	85	70	15
Totals	411	376	35

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	120	114	6
Single Subject Candidates	70	58	12
Education Specialist Candidates	50	36	14
Totals	240	208	32

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>15</b>	<b>10</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	11	9	0
Single Subject Programs	<b>8</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	5	6	0
Education Specialist Programs	<b>5</b>	<b>1</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	60 :1	:1
Single Subject Programs	18 :1	60 :1	:1
Education Specialist Programs	18 :1	60 :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 Lutheran University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	15	480
Single Subject Programs	32	15	480
Education Specialist Programs	32	15	480

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>120</b>	<b>120</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	120	120	100%	100%
Aggregate	120	120	100%	100%
Professional Knowledge/Pedagogy				
RICA	84	84	100%	98%
Aggregate	84	84	100%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	12	12	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	54	54	100%	100%
Business SSAT (15)	1	--	--	99%
Health Science SSAT (16)	5	--	--	99%
Aggregate	60	60	100%	100%

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

**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 2001-2002 (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 Department within University College (CUC) and its network of regional academic campuses. These two delivery models enable Chapman University to serve a great portion of California and its diverse population. The common mission of Chapman University's School of Education and the Chapman University College Education Department is to prepare inquiring, reflective, ethical and productive educators to 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 our students to examine constantly through the use of questions, to make commitments and to take 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 both social and political aspects of education. While we make an effort to learn from and make use of multiple theoretical paradigms, we believe that it is most important to prepare educators to work with the children and youth of varied cultural backgrounds, economic levels, and value orientations which are found in contemporary America.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

There are a variety of factors that have contributed to the current level of success. One factor is smaller class size that promotes more personalized learning. Another factor is the curricular emphasis on reading and language acquisition for all learners. Program elements have been designed to reflect the California Academic Content Standards and contemporary research on a balanced approach to literacy. The programs provide for both traditional and alternative entries and deliveries at the home campus in Orange and multiple strategic locations while maintaining high standards of academic delivery quality, assessment, and learning outcomes. The talent, commitment, and research productivity of the education faculty is another very important factor. Chapman is able to attract to our programs talented candidates who often are more mature adult learners who are connected to their communities. In addition, the Orange campus draws a significant number of students directly from its undergraduate programs and the University College intends to expand its undergraduate linkages to its Education programs as well. In sum, the programs 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 2001-2002**

The School of Education (SOE) on the Orange campus and the University College (CUC) Education Department have several new initiatives designed to ensure the quality and integrity of its programs. First, the university has written and submitted two new Teacher Preparation Program Documents, one for each academic education unit, to the California Commission for Teacher Credentialing (CCTC) based on the new Teacher Performance Expectations pursuant to SB 2042. The university has updated and extended its internship agreements with several school districts and county offices to better assist with current district teacher shortages. Chapman University is designing a plan for implementation of the state required testing of all teachers using the California Teacher Performance Assessment (CTPA). Finally, the university is actively engaged in collaborative discussions with our local districts on the S.B. 2042 Induction Standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.chapman.edu/soe](http://www.chapman.edu/soe)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,724	2,609	115
Single Subject Candidates	1,940	1,912	28
Education Specialist Candidates	401	401	0
Totals	5,065	4,922	143

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1063	1,018	45
Single Subject Candidates	528	520	8
Education Specialist Candidates	94	94	0
Totals	1,685	1,632	53

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>161</b>	<b>45</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	161	45	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Single Subject Programs</b>	<b>99</b>	<b>15</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	99	15	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>22</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	22	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 2001-2002\*

	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:** **Chapman University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	8	15	120
Single Subject Programs	8	15	120
Education Specialist Programs	8	15	120

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>1344</b>	<b>1321</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	1344	1344	100%	100%
Aggregate	1344	1344	100%	100%
Professional Knowledge/Pedagogy				
RICA	820	807	98%	98%
Aggregate	820	807	98%	98%
Academic Content Areas				
Art SSAT (12)	4	--	--	97%
Art Praxis II (0131 + 0132)	4	--	--	100%
English SSAT (01)	81	80	99%	99%
Praxis II English	80	80	100%	99%
French SSAT (11)	1	--	--	89%
German SSAT (20)	1	--	--	100%
Japanese SSAT (21)	1	--	--	100%
Spanish SSAT (10)	5	--	--	100%
Spanish: Skills Praxis II (0192)	5	--	--	91%
Spanish: Analysis Praxis II (0193)	5	--	--	87%
Math SSAT (02)	20	19	95%	99%
Math Praxis II (0063 + 0064)	16	15	94%	98%
Music SSAT (13)	6	--	--	100%
Music Praxis II (0111 + 0112)	6	--	--	100%
Biology SSAT (04 + 05)	24	22	92%	98%
Biology Praxis II (0233 + 0433)	24	23	96%	98%
Science Praxis Test II	11	11	100%	100%
Chemistry SSAT (04 + 06)	6	--	--	100%
Chemistry Praxis II (0242 + 0433)	6	--	--	100%
Geoscience SSAT (04 + 07)	11	11	100%	96%
Physics SSAT (04 + 08)	4	--	--	100%
Physics Praxis II (0262 + 0433)	4	--	--	95%
Social Science SSAT (03)	50	50	100%	99%
Soc. Studies Praxis II (0082 + 0083)	50	48	96%	96%
Aggregate	214	207	97%	97%
Other Content Areas				
MSAT (0140 + 0151)	620	618	100%	100%
Agriculture SSAT (14)	2	--	--	100%
Business SSAT (15)	16	15	94%	99%
Health Science SSAT (16)	27	27	100%	99%
Home Economics SSAT (17)	6	--	--	95%
Industrial + Tech Ed. SSAT (18)	9	--	--	95%
Physical Education SSAT (09)	9	--	--	98%
Phys. Educ. Praxis Test II	9	--	--	99%
Aggregate	689	685	99%	100%

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

**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 2001-2002  
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

**Institution/Program:** **Christian Heritage 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 and Association of Christian Schools International Teaching Certificates.

The overriding goal of the Department is to nurture and develop excellent 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 and Christian service.

**Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates  
During 2001-2002**

- 1) Pre-screening candidates for admission to the teacher education program based on personal interview, academic strength, prior successful experiences working with children or youth, and motivation to teach.
- 2) Personal attention for each teacher candidate during the teacher education program.

**Institution/Program:** **Christian Heritage 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.christianheritage.edu](http://www.christianheritage.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	38	38	
Single Subject Candidates	7	7	
Education Specialist Candidates			
Totals	45	45	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	
Single Subject Candidates	7	7	
Education Specialist Candidates			
Totals	45	45	

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

Number of Supervising Teachers During 2001-2002  
(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	1		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	2		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	1		
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	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: Christian Heritage College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16-18	480-540
Single Subject Programs	20	16-18	320,360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: Christian Heritage 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>45</b>	<b>45</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	45	45	100%	100%
Aggregate	45	45	100%	100%
Professional Knowledge/Pedagogy				
RICA	38	38	100%	98%
Aggregate	38	38	100%	98%
Academic Content Areas				
English SSAT (01)	5	--	--	99%
Praxis II English	5	--	--	99%
Aggregate	5	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	28	28	100%	100%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	29	29	100%	100%

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

**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 2001-2002 (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 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 work closely with the parents of their students; 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 to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and 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 2001-2002

The 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. Increased focus on excellence in subject matter content knowledge necessary for accountability significantly increased pass rates for required subject matter exams.

**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 2001-2002**

The program has increased Interns' interactions with their students' families, as well as deepening attention to English language development.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.cgu.edu/ces/tes](http://www.cgu.edu/ces/tes)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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		77
Single Subject Candidates	39		39
Education Specialist Candidates			
Totals	116		116

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	77		77
Single Subject Candidates	39		39
Education Specialist Candidates			
Totals	116		116

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs		<b>11</b>	
In Academic Positions with Rights and Responsibilities		11	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs		<b>6</b>	
In Academic Positions with Rights and Responsibilities		6	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	<b>8 :1</b>	:1
Single Subject Programs	:1	<b>8 :1</b>	: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:** **Claremont Graduate University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>103</b>	<b>103</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	103	103	100%	100%
Aggregate	103	103	100%	100%
Professional Knowledge/Pedagogy				
RICA	67	67	100%	98%
Aggregate	67	67	100%	98%
Academic Content Areas				
English SSAT (01)	6	--	--	99%
Praxis II English	6	--	--	99%
Math SSAT (02)	5	--	--	99%
Math Praxis II (0063 + 0064)	5	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	6	--	--	98%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	8	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	8	--	--	96%
Aggregate	26	26	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	48	48	100%	100%
Aggregate	48	48	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Concordia University**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

Concordia University with its rich heritage in teacher preparation is ideally positioned within the church, local community, and state to be a leader in teacher education. The School of Education serves a broad spectrum of future teachers. This population includes those intending to teach in California public schools as well as those students intending to serve in non-public non-sectarian or sectarian schools, particularly schools of the Lutheran Church - Missouri Synod. Therefore, all teacher preparation programs prepare students to serve the cultural and language diversities found in all settings.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Many features contributed to program excellence and effectiveness for teacher education candidates during 2000-2001.

The entire admission procedure from first contact through enrollment in courses is a very effective aspect of Concordia's teacher preparation programs. Students begin with a sense of being cared for and highly valued. The admission and advising staff exemplify the School of Education's very hands on personal attention philosophy. This continues as the students complete credential courses, placement procedures for student teaching, and finally student teaching.

All faculty of credential courses and supervisors of student teaching have significant experience teaching in K-12 settings. Faculty experience includes teaching in ELL settings, a newcomer school, head start programs, K-12 grade levels as well as serving as administrators in 100% minority schools, in urban and small town settings and in 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 a variety of presentations in courses in order to provide our students with the most current links to school improvement and curriculum development possible.

**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 2001-2002**

New Initiatives to Improve Program Excellence or Effectiveness that were not in place in 2001-2002

A significant amount of faculty time during 2001-2002 was spent in review of the current teacher credential and liberal studies program and the development of revised programs to meet the 2042 Standards.

Changes designed during the 2001 – 2002 year which are being implemented as a result of this work will make a stronger teacher preparation program.

1. Multiple Subject Preparation Program undergraduate students will be able to complete both degree and credential requirements within four years.
2. A freshman level education course has been added to the undergraduate program to introduce freshmen to the field of teaching. This course includes field experiences.
3. All professional education courses have been designed to embed the new Teacher Performance Expectations and prepare students for the Teacher Performance Assessment.
4. There is an increased emphasis and time spent on teaching math and science in the revised multiple subject program.
5. Separate courses have been added to enhance the subject specific preparation for secondary candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.cui.edu](http://www.cui.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	203	201	2
Single Subject Candidates	83	83	0
Education Specialist Candidates	0	0	0
Totals	286	284	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	83	2
Single Subject Candidates	28	28	0
Education Specialist Candidates	0	0	0
Totals	113	111	2

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>19</b>	<b>2</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	15	2	0
Single Subject Programs	<b>14</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	50	15	750
Single Subject Programs	50	18	900
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program:** Concordia University

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>95</b>	<b>93</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	95	95	100%	100%
Aggregate	95	95	100%	100%
Professional Knowledge/Pedagogy				
RICA	68	67	99%	98%
Aggregate	68	67	99%	98%
Academic Content Areas				
Art SSAT (12)	3	--	--	97%
Art Praxis II (0131 + 0132)	3	--	--	100%
English SSAT (01)	2	--	--	99%
Praxis II English	2	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	14	14	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	45	45	100%	100%
Business SSAT (15)	2	--	--	99%
Physical Education SSAT (09)	3	--	--	98%
Phys. Educ. Praxis Test II	3	--	--	99%
Aggregate	50	49	98%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

Dominican University of California has a long tradition of training teachers since 1924. The Division of Education shares the Dominican tradition of teaching as a moral and ethical act. Its mission is to educate teachers who ground their practice in current educational theory, who work collaboratively, who exhibit sensitivity to culture and community, and who demonstrate continuous professional development.

Teacher candidates benefit from small class size, personalized attention, and a supportive learning community. Candidates receive outstanding mentoring from faculty and site supervisors who are experienced classroom teachers.

The Division 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 2001-2002

Candidates in the full-time multiple and single subject teacher credential programs attend a seminar course with a small group of other teacher candidates throughout the program. When candidates are assigned field experiences in their professional preparation courses, they can share their experiences in their seminars. The seminar instructors supervise candidates and remain as their advisor during student teaching. This close link allows for a close supportive relationship between candidates and professors.

A unique feature of the multiple subject program in San Rafael is the resident supervisor. Candidates doing student teaching not only have a university field supervisor and cooperating teacher but also have a resident supervisor that is an active on-site teacher trained to work with our teacher candidates. This person is a support provider for the student teacher.

The multiple subject and single subject programs in rural Ukiah begin with an early course in August that orients candidates to the teaching profession. Candidates then continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a college/university in its immediate geographical area.

The undergraduate Blended Liberal Studies Program has faculty from Arts and Sciences working closely with faculty in Education and teachers from local schools. Content and best practices are closely linked in the blended courses.

Intern Programs are closely linked with surrounding schools. A collaborative relationship between Dominican University of California and local educators provide support for interns.

**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 2001-2002**

Dominican University of California now offers Education Specialist:Preliminary Level I Mild/Moderate, Professional Level II Mild/Moderate credentials. The Level I Education Specialist credential was written and approved by the California Commission on Teacher Credentialing using an integrated program model design. Candidates are required to take half of their courses in special education and half of their courses in either the Multiple or Single Subject program, ensuring a well-rounded understanding of both special education and general education. In addition to taking coursework in general education, candidates participate in seminar courses with Multiple and Single Subject candidates so they can share their variety of experiences. Many students are selecting the dual credential program.

The intern program in Solano County has been expanded to include San Rafael and Ukiah.

Faculty continues to expand the use of technology modeling best practices for students.

The credential programs are in transition to meet the Teacher Performance Expectations and Teacher Performance Assessment included in the new 2042 Standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.dominican.edu](http://www.dominican.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	146	128	18
Single Subject Candidates	77	71	6
Education Specialist Candidates	0	0	0
Totals	223	199	24

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	104	86	18
Single Subject Candidates	52	46	6
Education Specialist Candidates	0	0	0
Totals	156	132	24

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>20</b>	<b>8</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	11	2	0
In Non-Academic Positions without Rights and Responsibilities	9	6	0
Single Subject Programs	<b>17</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	7	2	0
In Non-Academic Positions without Rights and Responsibilities	10	5	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	10 :1	0 :1
Single Subject Programs	16 :1	10 :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: Dominican University of California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>130</b>	<b>127</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	130	130	100%	100%
Aggregate	130	130	100%	100%
Professional Knowledge/Pedagogy				
RICA	88	86	98%	98%
Aggregate	88	86	98%	98%
Academic Content Areas				
English SSAT (01)	7	--	--	99%
Praxis II English	7	--	--	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Science Praxis Test II	2	--	--	100%
Geoscience SSAT (04 + 07)	2	--	--	96%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	3	--	--	96%
Aggregate	13	12	92%	97%
Other Content Areas				
MSAT (0140 + 0151)	33	33	100%	100%
Business SSAT (15)	2	--	--	99%
Aggregate	35	35	100%	100%

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

**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 2001-2002 (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, liberal arts university, Fresno Pacific values teaching as service. As one of many education programs in the Graduate School, the credential programs are dedicated to meeting the needs of individuals, viewing both education and learners wholistically, and to modeling learning in community. Candidates in the Fresno Pacific program are invited to consider teaching as a calling to service.

The preparation program is marked by coursework and field experience that integrates theory and practice. Students who complete their credential at Fresno Pacific become scholars, professionals, leaders and peacemakers. Fresno Pacific provides traditional, full-time programs and non-traditional Intern programs which lead to the multiple and single subject credentials with CLAD and BCLAD emphases.

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/severe handicaps, as well as those students with physical and health impairments.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students report that they have been well served by the individualized, careful advising they receive from their advisors and professors. Caring, respectful relationships are at the heart of the credential program. This is particularly evident in the cohort model through which students develop lasting professional friendships with their professors and peers. Districts report that graduates of the Fresno Pacific program are well prepared to make a difference in the lives of the children they teach. The credential program is supported through numerous partnerships with local schools and districts.

Students report that the program is both academically rigorous and practical in terms of preparing for the classroom. Of particular note has been the strength of the reading and mathematics programs. Students document growth into teaching by preparing a teaching portfolio throughout their experience at Fresno Pacific. This portfolio experience provides candidates, professors and potential employers with a rich picture of their preparation for teaching. The Teaching Portfolio is aligned with the California Standards for the Teaching Profession. Both the regular credential programs and the special education programs emphasize honest and ethical practices based on a Christian perspective.

**Institution/Program: Fresno Pacific University**

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

**New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2001-2002**

Fresno Pacific is pleased to offer numerous new programs that have enriched the quality of its core programs. Project VOICE, funded through a Title VII grant, supports bilingual classroom aides working in partner districts who are seeking a teaching credential by offering personal advising, tuition and book stipends and ten seminars per year. Another new program is our partnership with BTSA projects in the valley. Credential graduates report that their move from the university program to the classroom has been virtually seamless, due in part to this partnership. FPU has also developed a partnership with Visalia Unified School District to offer coursework leading to single, multiple subject and education specialist credentials in Visalia.

Some candidates complete their professional program through our internship program. This program has developed agreements with many Central Valley school districts in both Pre-Intern and Intern programs and serves the needs of uncredentialed teachers completing their credentials at FPU. Recognizing the need for teachers to use technology effectively in their classrooms, the program has been innovative in infusing technology throughout coursework. All teacher education courses are taught in technology-enriched classrooms.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.fresno.edu/grad/teachered.html](http://www.fresno.edu/grad/teachered.html)

**Institution/Program: Fresno Pacific University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	130	98	32
Single Subject Candidates	55	34	21
Education Specialist Candidates	36	28	8
Totals	221	160	61

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	72	47	25
Single Subject Candidates	33	14	19
Education Specialist Candidates	4	2	2
Totals	109	63	46

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>16</b>	<b>10</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	16	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>6</b>	<b>9</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>2</b>	<b>2</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :1	2.5 :1	:1
Single Subject Programs	2.3 :1	2.1 :1	:1
Education Specialist Programs	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:** **Fresno Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>98</b>	<b>96</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	98	98	100%	100%
Aggregate	98	98	100%	100%
Professional Knowledge/Pedagogy				
RICA	69	67	97%	98%
Aggregate	69	67	97%	98%
Academic Content Areas				
Art SSAT (12)	2	--	--	97%
Art Praxis II (0131 + 0132)	2	--	--	100%
English SSAT (01)	6	--	--	99%
Praxis II English	6	--	--	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	10	10	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	22	22	100%	100%
Aggregate	22	22	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Holy Names College**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names College, 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 Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. The courses are offered at times that accommodate most working adults. The Multiple and Single Subjects and Education Specialist credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve; Multiple and Single subjects credentials are CLAD (Cross-cultural Learning and Development) emphasis. 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.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 Holy Names program includes candidates working full time in urban school districts with internship credentials and in some cases with emergency teaching permits. In those cases, the program 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.

In 2002, Holy Names College agreed to participate in the SB2042 Early Adopter process, to revise its Multiple and Single Subjects Credential programs to meet the new standards. After an extensive review and revision process, the SB2042 traditional and intern programs were accepted by the State Commission on Teacher Credentialing.

**Institution/Program:** **Holy Names 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 2001-2002**

Holy Names College made the following programmatic enhancements that were not in place in 2001-2002:

Completion of:

Level 1 and Level 2 Instructional Technology revisions (AB1023)

Revisions to meet new English Learner standards (AB 1059)

Revisions of Multiple and Single Subject programs to meet SB2042 Standards

Level 2 Educational Specialist Credential program document to accompany Level 1 document

In addition, we have developed strong partnerships with the local Private Industry Council, the Local Community College, and with the Alameda County Office of Education to enhance the pipeline of information and resource sharing for potential teacher candidates

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.hnc.edu](http://www.hnc.edu)

**Institution/Program: Holy Names College**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	30	41
Single Subject Candidates	34	10	24
Education Specialist Candidates	34	34	0
Totals	139	74	65

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	6	16
Single Subject Candidates	8	4	4
Education Specialist Candidates	3	3	0
Totals	33	13	20

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	26 :1	:1
Single Subject Programs	26 :1	26 :1	:1
Education Specialist Programs	26 :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: Holy Names College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	16	384
Single Subject Programs	15	19	285
Education Specialist Programs	24	16	384

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: Holy Names 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>37</b>	<b>37</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	37	37	100%	100%
Aggregate	37	37	100%	100%
Professional Knowledge/Pedagogy				
RICA	25	25	100%	98%
Aggregate	25	25	100%	98%
Academic Content Areas				
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	4	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	24	24	100%	100%
Aggregate	24	24	100%	100%

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

**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 2001-2002 (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 Programs are committed to Christian values in a non-sectarian setting and maintain a focus on applied scholarship. The substantial growth in enrollment in recent years has been mirrored by an increased number of partnerships with urban school districts. The diverse student population within those districts provides rich opportunities for CLAD 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 2001-2002

Founded as a Bible College in 1928, the significant 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 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. 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.hiu.edu/gradstudies/education.html](http://www.hiu.edu/gradstudies/education.html)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 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			
Education Specialist Candidates			
Totals	22	22	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	22	
Single Subject Candidates			
Education Specialist Candidates			
Totals	22	22	

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

Number of Supervising Teachers During 2001-2002  
(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			
In Non-Academic Positions without Rights and Responsibilities	3		
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>22</b>	<b>22</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	22	22	100%	100%
Aggregate	22	22	100%	100%
Professional Knowledge/Pedagogy				
RICA	22	22	100%	98%
Aggregate	22	22	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	15	15	100%	100%
Aggregate	15	15	100%	100%

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

**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 2001-2002 (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 institution of Higher Education, educates adult learners through non-traditional programs by bridging experience to bilingual learning for success in a pluralistic society. IAC offers undergraduate programs that form the basis for the academic preparation of future teachers.

The college's affordable tuition and evening courses attracts working adults. The majority of students are bilingual teacher aides who have worked in classrooms for many years. A second group of students consists of educated immigrants who are changing careers to become teachers.

The goal of the Education Department is to prepare competent, effective bilingual bicultural teachers who will implement change by addressing social issues in the community and in schools. At the undergraduate level, students are required to acquire competence in English and in Spanish. All students have made the commitment to work with low income, bilingual students. They want to ensure that every child receives a rigorous and quality education.

IAC offers CCTC approved subject matter preparation for elementary schools. The Committee on Accreditation approved IAC to prepare teachers in Multiple and Single Subject credentials with CLAD and BCLAD emphasis. The credential program offers courses at the post baccalaureate level.

Due to the proximity of San Diego to the Mexican border, the student body represents lower socio economic groups, underrepresented groups, and English language learners. IAC's goal is to provide districts with

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Credential courses are offered at the post-baccalaureate level. The program requires candidates to complete prerequisite course which will prepare them to teach English language learners, bilingual students, lower economic and culturally diverse students. These courses address content areas in history and culture of Latinos, civil rights, and educational equity. Candidates are required to visit local community based service organizations and interview local leaders. They attend lectures given by local civic, academic, and political leaders. All candidates must complete course work in Spanish, in teaching mathematics, and in instructing physical education.

In bilingual classes, students discuss issues in both English and Spanish. Instructors provide assistance in improving both oral and written competence in Spanish and English. An effective retention strategy for Latinos is the cohort. Candidates progress through the program with the same cohort of students. This supports IAC's value of the spirit of "familia." Students work and study in support groups. The college offers composition tutors to assist students in their English assignments. Candidates attend classes at night after working full time as an intern teachers, a teacher aide, or at other employment. The monthly schedule accommodates the many economic and personal pressures of returning adult students.

The curriculum is designed to prepare candidates to meet the California Student Teacher Expectations. In their course work, instructors identify the outcomes that are linked to the state frameworks, state 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 2001-2002**

InterAmerican College has revised its undergraduate program and the credential program to meet the new NCLB standards. The college faculty has committed time and effort to form partnerships with a new Charter schools that serves low income bilingual students.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.iacnc.edu](http://www.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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	8	8	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	9	9	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	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	0	0	0
Totals	0	0	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	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	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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	na	na	na
Single Subject Programs	na	na	0
Education Specialist Programs	na	na	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>0</b>	<b>--</b>	<b>--</b>	
Basic Skills				
CBEST	0	--	--	
Aggregate	0	--	--	

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

**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 2001-2002 (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 for talented mature adults who demonstrate a commitment to teaching in large urban school districts that serve students and families from diverse cultural, language and socioeconomic backgrounds. We actively recruit candidates who are highly motivated and committed to teaching, especially candidates from underrepresented groups. Many of our graduates teach in low performing schools.

Our program stresses the importance of building classroom environments where diverse student opinions and backgrounds are respected. Our curriculum provides a strong focus on principles of multicultural education, multiple ways of knowing and learning, and cooperative learning.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The focus on standards based instruction and supervision in the program continues to strengthen the preparation of our candidates. The linking of theoretical learning to practice and providing ample opportunities for candidates to improve their practice during the preparation period gives them a firm grounding in content and pedagogy. The support of field supervisors further guides the candidates in reflecting and improving their practice.

This scaffolding of learning experience created for the candidates is evidenced in the structure and content of our multiple subjects reading program. They begin by learning reading theory and pedagogy. Extended learning opportunities are provided during the field placement seminars by guest lecturers who model explicit strategies for teaching reading to English Language Learners, emergent readers, and reading in content. The culminating learning experience in literacy is the lesson that the candidate designs and teaches while observed/coached by the university supervisor and cooperating teacher. This cycle of learning is completed during the quarter.

**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 2001-2002

Our work is presently focused on the transition from Ryan Credential to the requirements to meet the new SB 2042 standards by January 1, 2004.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.jfku.edu](http://www.jfku.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 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	22	11
Single Subject Candidates	13	8	5
Education Specialist Candidates			
Totals	46	30	16

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	12	11
Single Subject Candidates	9	7	2
Education Specialist Candidates			
Totals	32	19	13

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3	3	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	3	3	
Single Subject Programs	2	1	
In Academic Positions with Rights and Responsibilities	0	1	
In Non-Academic Positions without Rights and Responsibilities	2	0	
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	13 :1	:1
Single Subject Programs	16 :1	13 :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 2001-2002

	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 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>16</b>	<b>16</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	16	16	100%	100%
Aggregate	16	16	100%	100%
Professional Knowledge/Pedagogy				
RICA	15	15	100%	98%
Aggregate	15	15	100%	98%
Academic Content Areas				
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	1	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	13	13	100%	100%
Aggregate	13	13	100%	100%

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

**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 2001-2002 (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: the department seeks to empower students through a process of seeking, knowing, and serving. Students will study theoretical principles and pedagogical practices in an effort to gain professional, ethical, and caring practices.

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 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 2001-2002

La Sierra University faculty are committed to continual improvement of departmental programs, teaching, and research. From faculty study and research, the programs in the department have been enriched through the incorporation of multiple intelligences theory and practice in methods courses. Faculty research on the brain and implications for education have resulted in the development of course work on the brain and learning as well as the incorporation of brain compatible learning theory into methods coursework.

The department seeks to educate and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm, loving, caring classroom climate where effective learning takes place. Faculty believe that professionalism and Christian principles are not mutually exclusive.

The department seeks to develop in its students the ability to do creative, collaborative, and independent thinking. The students should acquire an attitude of open-minded consideration of controversial issues and should develop a continuing intellectual curiosity that will expand throughout their post-college years.

The department endeavors to provide its students with an understanding of the privileges of citizenship, a sincere love of country, and a willingness to cooperate in bringing about improvements in the social order through education whether public or nonpublic.

The teacher preparation program is predicated upon a belief in the uniqueness and worth of each individual and of the importance of the systematic development of the whole person. The students in the department, it is hoped, will develop a positive self-image and will strive to reach the highest possible attainments.

**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 2001-2002**

La Sierra University's teacher education programs (TEPs) are approved by the State of California. These programs include: elementary subject matter, several secondary subject matter areas, teacher education, and fifth-year programs. Each of these programs is fully embedded with Cross-cultural Language and Academic Development (CLAD) competency emphasis. This is in compliance with California's standards for teacher education programs.

LSU maintains a close association with other institutions of higher education, both public and private, and with school districts throughout the State. These collaborations are critical in providing seamless transitions as program candidates integrate coursework emphasis with classroom practice.

A signature program in LSU's teacher education is the distance education program, which allows candidates at remote locations to access credentialing coursework online. These rigorous, yet convenient-to-the-candidate, courses create opportunities for LSU to establish collaborations with other state-approved TEPs and school districts in northern and central California. These professional relationships are mutually beneficial to all parties. An online Master of Arts in Teaching is currently being developed. If approved, this will allow candidates to earn a teaching credential and a professional degree simultaneously.

Currently LSU is writing to the new state standards initiated by Senate Bill 2042 and Assembly Bill 1059. As a result, the following revised and/or new programs are being prepared for submission and approval: elementary subject matter, teacher education, intern, special education, and induction. Approval is expected by December 31, 2003, or sooner.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.lasierra.edu/schools/ed/](http://www.lasierra.edu/schools/ed/)

**Institution/Program: La Sierra University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	99	99	0
Single Subject Candidates	73	73	0
Education Specialist Candidates	1	1	0
Totals	173	173	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	16	16	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	1	1	0
Totals	22	22	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>9</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Single Subject Programs	<b>7</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Education Specialist Programs	<b>2</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	0 :1	0 :1
Single Subject Programs	1 :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:** **La Sierra University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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	18	720

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	0
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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>22</b>	<b>21</b>	<b>95%</b>	<b>98%</b>
Basic Skills				
CBEST	22	21	95%	100%
Aggregate	22	21	95%	100%
Professional Knowledge/Pedagogy				
RICA	9	--	--	98%
Aggregate	9	--	--	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Aggregate	1	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	4	--	--	100%
Business SSAT (15)	1	--	--	99%
Aggregate	5	--	--	100%

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

**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 2001-2002 (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 2001-2002

- \* 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.

**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 2001-2002**

The faculty members in the School of Education worked collaboratively to design a new credential program based on the California Senate Bill 2042 standards. The new credential program for multiple and single subject candidates was approved in January 2003. In addition to this new credential, the faculty also successfully responded to the California Assembly Bill 1059 standards. Thus, all our multiple and single subject candidates are well prepared to work with English language learners. As part of the School of Education's accreditation process with the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC), the faculty and staff created an assessment plan to monitor the progress of all candidates. The Conceptual Framework was revised to include the assessment of professional dispositions and a section on technology. The School of Education also now has an approved intern program for candidates studying for a multiple, single, or education specialist (mild/moderate) credential.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.lmu.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	312	312	0
Single Subject Candidates	160	160	0
Education Specialist Candidates	29	29	0
Totals	501	501	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	86	86	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	5	5	0
Totals	125	125	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>17</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>11</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	11	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>2</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	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 2001-2002\*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	16	400
Single Subject Programs	25	16	400
Education Specialist Programs	25	15	375

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>120</b>	<b>117</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	120	120	100%	100%
Aggregate	120	120	100%	100%
Professional Knowledge/Pedagogy				
RICA	90	89	99%	98%
Aggregate	90	89	99%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	10	9	90%	99%
Praxis II English	9	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	3	--	--	96%
Aggregate	20	19	95%	97%
Other Content Areas				
MSAT (0140 + 0151)	46	45	98%	100%
Aggregate	46	45	98%	100%

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

**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 2001-2002 (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 2001-2002

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.
- o Teaching is inherently political in that by definition, it is concerned with matters of change that are neither neutral nor inconsequential.

**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 2001-2002**

2001-2002 marked the first year of the Teacher Institute for Urban Fieldwork at Mills College. The Institute brings together a diverse group of new and experienced cooperating teacher teams to explore issues of mentoring. Through monthly meetings and inquiry-based research projects, these teachers take on a vital role in contributing to the quality of Teachers for Tomorrow's Schools. Teachers also work to develop their skills to create open lines of communication with their student teachers, provide critical feedback on candidates' practice and assess candidates' teaching progress. In turn we are able to provide deep professional development opportunities to these teachers toward becoming leaders for change at their own schools. The Institute provides an ideal example of an established working relationship in which the participants and the Teachers for Tomorrow's Schools program are interdependent on each other to make dramatic contributions to both the school sites and the program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.mills.edu](http://www.mills.edu)

**Institution/Program: Mills College**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	32	32	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	54	54	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	32	32	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	54	54	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
<b>Multiple Subject Programs</b>	<b>11</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	11	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Single Subject Programs</b>	<b>14</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	14	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
<b>Education Specialist Programs</b>	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.91 :1	0 :1	0 :1
Single Subject Programs	1.57 :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:** Mills College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>54</b>	<b>50</b>	<b>93%</b>	<b>98%</b>
Basic Skills				
CBEST	54	54	100%	100%
Aggregate	54	54	100%	100%
Professional Knowledge/Pedagogy				
RICA	29	29	100%	98%
Aggregate	29	29	100%	98%
Academic Content Areas				
English SSAT (01)	6	--	--	99%
Praxis II English	7	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Science Praxis Test II	2	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	3	--	--	96%
Aggregate	19	16	84%	97%
Other Content Areas				
MSAT (0140 + 0151)	27	26	96%	100%
Aggregate	27	26	96%	100%

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

**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 2001-2002 (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. U.S. News&World Report has recognized MSMC as having the most diverse student population among universities in the West, a near-mirror reflection of the population of the Los Angeles area. Placing emphasis on student learning, 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.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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, exemplary teachers themselves, are committed to the 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, and who thoroughly integrate issues of race, culture, class and gender into all classes. The teacher preparation programs at MSMC deepen students' knowledge of pedagogical principles through application in urban classrooms and in-depth reflection during class meetings.

**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 2001-2002**

In Spring 2002 the Education Department was the first institution in the state to be accredited using the new 2042 teacher preparation standards. The Committee on Accreditation recommended full accreditation under the new standards and noted that Mount St. Mary's College should serve as a mentor for other institutions about to restructure teacher credentialing programs under the new standards. In Fall 2002 the college began implementation of the new standards with the introduction of performance tasks aligned with the California Standards for the Teaching Profession in each of the methods courses. These tasks are designed to prepare candidates for the Teacher Performance Assessment to be completed at the end of the program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.msmc.la.edu](http://www.msmc.la.edu)

**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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	93	93	
Single Subject Candidates	73	73	
Education Specialist Candidates	37	37	
Totals	203	203	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	
Single Subject Candidates	7	7	
Education Specialist Candidates	1	1	
Totals	46	46	

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>8</b>		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	3		
Single Subject Programs	<b>2</b>		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	0		
Education Specialist Programs	<b>1</b>		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	:1	:1
Single Subject Programs	12 :1	:1	:1
Education Specialist Programs	12 :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: 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 2001-2002

	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 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>33</b>	<b>33</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	33	33	100%	100%
Aggregate	33	33	100%	100%
Professional Knowledge/Pedagogy				
RICA	29	29	100%	98%
Aggregate	29	29	100%	98%
Academic Content Areas				
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	4	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	7	--	--	100%
Aggregate	7	--	--	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **National Hispanic University**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The goal of the Department of Teacher Education at The National Hispanic University (NHU) is to prepare effective teachers for California's culturally and linguistically diverse classrooms. We are committed to serving the needs of students, many of whom come from language backgrounds other than English, in our local school districts. Fully integrated into the program are philosophies and strategies for teaching in a multicultural classroom that enhance learning and educational equity for English language learners.

Many of our local school districts face critical teacher shortages. As a result of the critical need in our local school districts, we have many credential candidates who are currently teaching in the elementary school classroom as either Intern teachers or as teachers who hold emergency permits. Therefore, we collaborate with the Alum Rock Union Elementary School District and county-wide consortiums from San Mateo 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 2001-2002

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, one of the outstanding features in the 1999-2000 programs was 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 elementary school classroom.

**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 2001-2002

- a. New full-time faculty was hired in order to provide both instruction and better advisement.
- b. A new full-time advisor was hired.
- c. Two new courses were developed to fulfill the CTC Technology Standards for Level I and Level II.
- d. A computer lab was revamped in order to serve teacher education students enrolled in these courses and other teacher education courses.
- e. The Multiple Subject Credential curriculum was revised in order to fulfill the new CTC Language and Literacy Standard. Changes were approved by CTC in summer 2002.
- f. A course in Effective Teaching was established and approved by CTC in order to better prepare our students for their teaching experience.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.nhu.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	156	114	42
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	156	114	42

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	50	42	8
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	50	42	8

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>16</b>	<b>16</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	13	13	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1 :1	14:1 :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: National Hispanic University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	10	18	180
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist 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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>91</b>	<b>88</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	91	88	97%	100%
Aggregate	91	88	97%	100%
Professional Knowledge/Pedagogy				
RICA	74	73	99%	98%
Aggregate	74	73	99%	98%
Other Content Areas				
MSAT (0140 + 0151)	45	45	100%	100%
Aggregate	45	45	100%	100%

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

**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 2001-2002 (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, NU2005, 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 Master's degrees and credential programs in San Diego and at eleven academic centers throughout the state. NU ranks fourth nationally in the total number of Master's degrees awarded to Hispanics (Hispanic Outlook, 2002) and ranks tenth in the nation for total number of Master's degrees awarded to minority students (Black Issues in Higher Education, 2001).

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 and Educational Technology offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in mild/moderate and moderate/severe disabilities, along with an internship option.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

School of Education faculty focus on assisting credential candidates in the development of a balanced relationship between disciplinary knowledge and educational practice. To ensure their success, alignment of coursework and supervised field experience with the new teaching performance expectations, K-12 content standards, and California Standards for the Teaching Profession is a high priority. Curriculum design emphasizes the developmental nature of learner outcomes for each foundations and methods course so that teacher candidates' course experiences are sequential and build upon each other in terms of early fieldwork, conceptual development, and skill acquisition. Specific attention is given to students with special needs and English language learners. Electronic portfolio were recently designed for Teacher Education and Special Education so formative assessment of artifacts can be conducted in courses throughout the program, leading to a summative assessment of candidate competence upon completion of all requirements. Internship students receive weekly assistance from both a university supervisor and district support provider. Most candidates choose to complete additional coursework to earn an optional Masters degree with their credential.

NU's unique one-course-per-month format promotes greater interest and motivation through a concentrated, focused approach to learning. In keeping with its commitment to alternative delivery systems, NU offers some credential courses in an online format. Online learning is augmented by an expanded digital/ebook library collection and video streaming to ensure access to best practices and supplemental learning materials.

**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 2001-2002**

As an early adopter of the new state Standards for the Multiple and Single Subject Professional Teacher Preparation Programs, NU faculty have revised credential courses and field experiences to more closely align with K-12 content standards, the California Standards for the Teaching Profession, and the new state adopted "Teaching Performance Expectations" for professional preparation programs in Multiple and Single Subjects. A data-driven decision making approach is used to assist department faculty in its curricular revision process. Rubrics have been developed for use in both courses and field experiences. Candidate completion of "anchor activities" in each course result in performances and products assembled into a candidate portfolio. An Assessment Summit is conducted annually to review assessment activities. Both academic and administrative/operational units present summative assessment reports according to four prompts: what were the significant changes made to the curriculum; what measures were used to determine change; what analysis of assessment results was completed; and what revisions and implementation strategies will be used in the following year. Identifying key academic indicators is essential to looking at academic quality and increased rigor across the curriculum in each program. This commitment to continuous improvement and self reflection focuses the School of Education on analysis and interpretation of available assessment data used to make organizational and academic changes.

NU is also dramatically expanding its internship programs for elementary, secondary, and special education teachers in collaboration with school districts and county offices of education across the state.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.nu.edu](http://www.nu.edu)

**Institution/Program: National University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	5,875	5,860	15
Single Subject Candidates	4,494	4,494	
Education Specialist Candidates	2,331	2,306	25
Totals	12,700	12,660	40

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1709	1,694	15
Single Subject Candidates	873	873	
Education Specialist Candidates	376	351	25
Totals	2,958	2,918	40

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>192</b>	<b>7</b>	
In Academic Positions with Rights and Responsibilities	192	7	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	<b>99</b>		
In Academic Positions with Rights and Responsibilities	99		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	<b>59</b>	<b>3</b>	
In Academic Positions with Rights and Responsibilities	59	3	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9 :1	2 :1	:1
Single Subject Programs	9 :1	:1	:1
Education Specialist Programs	6 :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: National University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>2806</b>	<b>2715</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	2804	2800	100%	100%
Aggregate	2804	2800	100%	100%
Professional Knowledge/Pedagogy				
RICA	1818	1746	96%	98%
Aggregate	1818	1746	96%	98%
Academic Content Areas				
Art SSAT (12)	5	--	--	97%
Art Praxis II (0131 + 0132)	5	--	--	100%
English SSAT (01)	104	104	100%	99%
Praxis II English	102	102	100%	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
German SSAT (20)	1	--	--	100%
Spanish SSAT (10)	8	--	--	100%
Spanish: Skills Praxis II (0192)	8	--	--	91%
Spanish: Analysis Praxis II (0193)	8	--	--	87%
Math SSAT (02)	40	40	100%	99%
Math Praxis II (0063 + 0064)	37	37	100%	98%
Music SSAT (13)	6	--	--	100%
Music Praxis II (0111 + 0112)	7	--	--	100%
Biology SSAT (04 + 05)	42	42	100%	98%
Biology Praxis II (0233 + 0433)	42	41	98%	98%
Science Praxis Test II	10	10	100%	100%
Chemistry SSAT (04 + 06)	10	10	100%	100%
Chemistry Praxis II (0242 + 0433)	10	10	100%	100%
Geoscience SSAT (04 + 07)	11	11	100%	96%
Social Science SSAT (03)	55	54	98%	99%
Soc. Studies Praxis II (0082 + 0083)	55	54	98%	96%
Aggregate	284	280	99%	97%
Other Content Areas				
MSAT (0140 + 0151)	1350	1336	99%	100%
Business SSAT (15)	30	30	100%	99%
Health Science SSAT (16)	62	62	100%	99%
Home Economics SSAT (17)	6	--	--	95%
Industrial + Tech Ed. SSAT (18)	6	--	--	95%
Physical Education SSAT (09)	40	40	100%	98%
Phys. Educ. Praxis Test II	38	38	100%	99%
Aggregate	1494	1479	99%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **New College of California**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

New College of California is dedicated to a vision of social justice and human empowerment. The college has endorsed diversity and multiculturalism from its inception. Its programs emphasize innovative and interactive pedagogy and the vital importance of education to a democratic and just society. Undergraduates are encouraged to put their social principles into practice in their working lives.

We believe that it is unlikely that there will be any real, deep or lasting changes in public schooling until the nature of teacher education itself begins to change radically. New College had the opportunity when it began its CLAD & BCLAD teacher education programs, to start from the beginning, rather than to reform or cosmetically reorganize an already existing program.

Teacher education candidates gain skills and reflective ability to put theory into practice and to link the classroom with the social world while developing a personal teaching style. They are guided by a team of multicultural scholars, educational practitioners and community activists during their work in public schools.

We believe that the philosophical understandings and accompanying strategies that teachers will need to address the multiple educational challenges ahead can best be acquired through an in depth teacher preparation program that will build respect for teachers as professionals capable of beginning and continuing the process of change in our schools and society.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

There are six distinguishing features of the New College Teacher Education Program.

1. Teachers learn to humanize the teaching environment and develop their classrooms as "communities of learners" (McCaleb, 1994).
2. Teacher candidates participate in our innovative Family Literacy Center to gain experience necessary to develop curricula that include and affirm family aspirations and cultural values.
3. Music and the arts are integrated into many classes so that future teachers may appeal to the diverse learning modes of children and teach the whole child.
4. The concept of teacher as researcher is developed through participatory/action research to enable future teachers to know and respect the communities in which they teach.
5. Candidates come to understand the social and political context of the institution of schooling.
6. Students are encouraged to think about critical, environmental and global issues and to incorporate them into their teaching.

**Institution/Program:** **New College of California**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place  
in 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.newcollege.edu/teachered/](http://www.newcollege.edu/teachered/)

**Institution/Program: New College of California**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	27	27	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	27	27	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	27	27	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>4</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	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	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:** **New College of California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	31	10	310
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: New College of California**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>27</b>	<b>27</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	27	27	100%	100%
Aggregate	27	27	100%	100%
Professional Knowledge/Pedagogy				
RICA	26	26	100%	98%
Aggregate	26	26	100%	98%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

**Institution/Program:** **Notre Dame de Namur University (formerly the College of Notre**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

#### Institutional Report

Notre Dame de Namur University currently offers five credential/certificate programs:

- Multiple Subjects/CLAD
- Single Subject/CLAD
- Education Specialist (Mild-Moderate, Moderate-Severe)
- Administrative Services, Tier I
- Reading Certificate

#### Institutional Mission

Notre Dame de Namur University School of Education & Leadership was selected this year to pilot California's new credential model (SB 2042). The design of the new Multiple Subject and Single Subject programs was 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. The concurrent program design continues to be a unique feature of the NDNU Multiple Subject and Single Subject programs.

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

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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.

**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 2001-2002**

New initiatives for improved program effectiveness for 2002-03 are as follows:

1. Further develop the new School of Education and Leadership to strengthen the integration between undergraduate and graduate programs.
2. Complete and implement new undergraduate program of subject matter preparation for students who plan to train as elementary teachers.
3. Continue to develop collaborative relationships with school districts, e.g., professional development schools, sharing of technology resources, etc.
4. Explore technology applications within credential and certificate programs using EDGate "Copernicus" website for lesson plans that link with the state standards for K-12 content.
5. Continue to implement the new Reading Certificate and Reading Specialist Master's programs.
6. Serve the community as a center for collaboration in the education community, including support of local Beginning Teacher Support and Assessment programs and SB 2042 Induction programs.
7. Develop the new SB 2042 Multiple Subject and Single Subject credential programs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.ndnu.edu](http://www.ndnu.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	142	109	33
Single Subject Candidates	113	72	41
Education Specialist Candidates	31	23	8
Totals	286	204	82

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	79	46	33
Single Subject Candidates	58	17	41
Education Specialist Candidates	8		8
Totals	145	63	82

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>8</b>	<b>8</b>	
In Academic Positions with Rights and Responsibilities	8	8	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	<b>7</b>	<b>7</b>	
In Academic Positions with Rights and Responsibilities	7	7	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs		<b>1</b>	
In Academic Positions with Rights and Responsibilities		1	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	24 :1	:1
Single Subject Programs	24 :1	24 :1	:1
Education Specialist Programs	: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: Notre Dame de Namur University (formerly the College of Notre**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	600
Single Subject Programs	15	30	450
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**Institution/Program: Notre Dame de Namur University (formerly the College of Notre**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>97</b>	<b>97</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	97	97	100%	100%
Aggregate	97	97	100%	100%
Professional Knowledge/Pedagogy				
RICA	52	52	100%	98%
Aggregate	52	52	100%	98%
Academic Content Areas				
English SSAT (01)	3	--	--	99%
Praxis II English	3	--	--	99%
Mandarin SSAT (19)	1	--	--	100%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	5	--	--	99%
Math Praxis II (0063 + 0064)	5	--	--	98%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	14	14	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	34	34	100%	100%
Business SSAT (15)	2	--	--	99%
Health Science SSAT (16)	1	--	--	99%
Industrial + Tech Ed. SSAT (18)	1	--	--	95%
Physical Education SSAT (09)	2	--	--	98%
Phys. Educ. Praxis Test II	2	--	--	99%
Aggregate	40	40	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Nova Southeastern University**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The Fischler Graduate School of Education and Human Services at Nova Southeastern University (FGSEHS) articulates the University's commitment to education in its mission statement, goals, and policies. FGSEHS: Is dedicated to the training and continuing support of teachers, administrators, trainers, and others working in education.

Fulfills its commitment to the advancement of education by serving as a resource for practitioners and by supporting them in their self-development.

Offers alternative delivery systems for education that are adaptable to practitioners work schedules and locations.

Reflects and anticipates the needs of practitioners to become more effective in their current positions, to fulfill emerging roles in the education field and to be ready to accept changes and responsibilities within their own teaching and community organizations.

The Nova Southeastern University California Credential Program (NSUCCP) mission statement is to prepare outstanding teachers who will perform effectively in the current professional climate of diversity and restructuring. A designated goal of NSU's program is to provide students with the necessary skills to successfully teach culturally, ethnically, linguistically, and socio-economically diverse students in all settings.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The program is delivered live to cohorts of candidates incorporating contemporary electronic technology. It is designed to combine courses into integrated and comprehensive modules. Instructional delivery follows the best practices of adult learning and systems thinking. Emphasis is placed on active learning and on identifying and solving real work-related challenges. Through the interactions of mentors, faculty members, and field supervisors, candidates experience a comprehensive study of current educational practices and behaviors. Upon successful completion of the program, candidates will have met the requirements for a Masters of Science Degree with a specialization in Elementary Education along with their Multiple Subject Credential. The Cross-Cultural Academic Development (CLAD) competencies are fully embedded into the program and afford all graduates the opportunities to meet the unique needs of students who are English Language Learners. The University has established partnerships with local school districts, which contribute to the overall quality of course instruction and on-going related field experiences.

**Institution/Program:** **Nova Southeastern University**

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

**New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2001-2002**

New initiatives to improve program excellence included linkages with professional development activities initiated within partnering school districts.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.nova.edu/nsuccp](http://www.nova.edu/nsuccp)

**Institution/Program: Nova Southeastern University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	12	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	12	12	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>2</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1 :1	N/A :1	N/A :1
Single Subject Programs	N/A :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: Nova Southeastern University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37.5	12	448
Single Subject Programs	N/A	N/A	0
Education Specialist Programs	N/A	N/A	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

**Institution/Program: Nova Southeastern University**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations  
Used for Multiple Subject, Single Subject, and Education Specialist (Level I)  
Credential Programs During 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>0</b>	<b>--</b>	<b>--</b>	
Basic Skills				
CBEST	0	--	--	
Aggregate	0	--	--	

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

**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 2001-2002 (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 Multiple Subject Professional Clear Program with CLAD Authorization and a Single Subject Professional Clear Program with CLAD Authorization.

## Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The factors that have contributed to the excellence of the Educational Leaders Program at Occidental College include:

1. The cohort group of less than thirty candidates provided the opportunity for each to receive individualized instruction from their college supervisors in the student teaching experience and close collaboration with peers in their coursework.
2. Consistent, ongoing program evaluation which included feedback from students, master teachers, program graduates who are now teaching, principals of graduates of the program and other community members.
3. Assessment through a portfolio format which requires demonstrated knowledge and application of the California Standards for the Teaching Profession.
4. Consistent, ongoing collaboration with local schools which has enabled us to develop a resource list of highly successful classroom teachers who serve as classroom supervisors for our student teachers.
5. Emphasis on group development with strategies that are modeled in all Education classes and practiced by the candidates in their student teaching experience.
6. Development of cross-cultural sensitivity and pedagogy that encourages inclusion in all planning and teaching.
7. A systems view of education is inherent in the coursework - enabling the candidates to begin teaching with an understanding of the factors which influence education and which affect their role as teachers from a global perspective of education.

**Institution/Program:** **Occidental College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place  
in 2001-2002

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

**Institution/Program: Occidental College**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	12	12	
Single Subject Candidates	15	15	
Education Specialist Candidates	0	0	
Totals	27	27	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	10	
Single Subject Candidates	5	5	
Education Specialist Candidates	0	0	
Totals	15	15	

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	:1	:1
Single Subject Programs	5 :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:** **Occidental College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28:57	28	800
Single Subject Programs	28:57	28	800
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>12</b>	<b>12</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	12	12	100%	100%
Aggregate	12	12	100%	100%
Professional Knowledge/Pedagogy				
RICA	7	--	--	98%
Aggregate	7	--	--	98%
Academic Content Areas				
English SSAT (01)	3	--	--	99%
Praxis II English	3	--	--	99%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Aggregate	5	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	6	--	--	100%
Aggregate	6	--	--	100%

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

**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 2001-2002 (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

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

There are two qualities that contribute to our program's excellence. One is that it is integrated with the Human Development Program, so candidates take courses in Human Development before they begin Teacher Education core courses (or, in the case of the Intern Program, the Human Development courses are blended throughout the program). Candidates may also earn a Bachelors or Masters degree while they are completing their credential requirements. This means that our candidates emerge with a good understanding of child development and learning as a foundation for their teaching.

Another quality that sets us apart is that our program is designed to help candidates develop a constructivist perspective and, simultaneously, a commitment to state frameworks and standards for effective instruction. We feel this is a unique approach, one that keeps real learning and inquiry at the heart of what goes on in classrooms. Teachers who come from our program are dedicated learners themselves, and have strong ideas about how to help children follow their questions as well as meet high standards for learning. In this way, the program reflects the mission of the Teacher Education Program.

**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 2001-2002**

The Teacher Education Program has responded to the SB 2042 standards which will take effect in Fall 2003. In addition, Level II for the Professional Clear Education Specialist in Mild Moderate will be submitted for approval by the California Commission on Teacher Credentialing on April 30, 2003. Level II will take effect in Fall 2003. The faculty and staff meets on a regular basis to discuss the effectiveness of the program and to ensure that every candidate is prepared to teach.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.pacificoaks.edu](http://www.pacificoaks.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	163	149	14
Single Subject Candidates	0	0	0
Education Specialist Candidates	35	35	0
Totals	198	184	14

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	57	43	14
Single Subject Candidates	0	0	0
Education Specialist Candidates	5	5	0
Totals	62	48	14

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

Number of Supervising Teachers During 2001-2002  
(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	1	0
In Non-Academic Positions without Rights and Responsibilities	3	4	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	2	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	4 :1	0 :1
Single Subject Programs	0 :1	0 :1	0 :1
Education Specialist Programs	2 :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:** Pacific Oaks College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37	14	500
Single Subject Programs	0	0	0
Education Specialist Programs	37	16	580

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	0
Education Specialist Programs	0

**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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>53</b>	<b>51</b>	<b>96%</b>	<b>98%</b>
Basic Skills				
CBEST	53	53	100%	100%
Aggregate	53	53	100%	100%
Professional Knowledge/Pedagogy				
RICA	50	49	98%	98%
Aggregate	50	49	98%	98%
Other Content Areas				
MSAT (0140 + 0151)	49	48	98%	100%
Aggregate	49	48	98%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pacific Union College**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

Pacific Union College (PUC) is a Christian liberal arts college whose mission is to prepare its students for productive lives of useful human service and uncompromising personal integrity. Its student-to-faculty ratio is 12-1, and for nine straight years U.S News & World Report has ranked PUC in the top ten West Coast Regional Liberal Arts Colleges.

PUC is accredited by the Seventh-day Adventist church and the State of California to recommend individuals for multiple and single subject teaching credentials. PUC offers traditional certification programs on campus and off-campus evening cohorts for those making career changes into the teaching profession.

The purpose of the Teacher Credential Program is to develop Christian teachers who have the skills and teaching strategies necessary to create a rigorous, stimulating, and caring classroom where learning takes place, and candidates who demonstrate the following:

\*Tolerance and sensitivity to the rights and opinions of others, especially those from diverse ethnic, religious, cultural, and socio-economic groups.

\*Appreciation for the uniqueness and worth of each individual and the importance of the systematic development of the whole person, including the intellectual, spiritual, social, and physical.

\*Skill in classroom teaching and management techniques as demonstrated by significant progress toward the

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

\*Faculty members have been successful teachers, principals, and superintendents and maintain K-12 state certification. They are regularly involved in collaboration with local schools and consult for the local community.

\*Students attend professional meetings and conventions alongside their professors. Master's degree candidates join a professional organization and attend the annual California Reading Association Convention.

\*All multiple subject credential candidates spend four weeks in an autumn multigrade placement during their program. This prepares them for the unique challenges of beginning a new school year, of teaching three or more grade levels at once, and of teaching in a rural community.

\*Students begin working concurrently on subject matter and professional coursework as freshmen. They quickly engage in fieldwork, with experiences in three to four 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 abroad, usually in a teaching capacity. Some students choose to study abroad for a year to become fluent in a second language.

**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 2001-2002**

\*The Education Department and the Early Childhood Programs merged into one department, providing a seamless program for students desiring a profession working with children at all levels: infants, preschool, K-12.

\*The department increased the number of partnerships with K-12 public districts and schools including the Napa County BTSA program and the federal 21st Century Community Learning Center program.

\*A second cohort of multiple subject students, and a first cohort of single subject students, enrolled in the Napa Valley Resource Center which provides for adults with full-time employment to pursue credentials in an evening program.

\*The College co-sponsored the William Glasser Institute seminars which train educators in building "Quality Schools."

\*The credential programs were revised to more inclusively cover curriculum, instruction, and assessment to better meet the needs of English learners.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.puc.edu/PUC/academics/Academic\\_Departments/Education\\_Dept/](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	60	60	
Single Subject Candidates	37	37	
Education Specialist Candidates			
Totals	97	97	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	19	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	30	30	

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

Number of Supervising Teachers During 2001-2002  
(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	1		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	7		
In Academic Positions with Rights and Responsibilities	4		
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24 :1	:1	:1
Single Subject Programs	22 :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:** Pacific Union College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	38	15	570
Single Subject Programs	30	18	540
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>28</b>	<b>28</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	28	28	100%	100%
Aggregate	28	28	100%	100%
Professional Knowledge/Pedagogy				
RICA	12	12	100%	98%
Aggregate	12	12	100%	98%
Academic Content Areas				
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Aggregate	1	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	5	--	--	100%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	6	--	--	100%

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

**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 2001-2002 (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 a strong biblical studies background. The mission of the university is to provide an excellent education on the undergraduate and graduate level 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 of life's work. In line with the broader Patten goals, and consistent with the guidelines and policies of the California Commission on Teacher Credentialing and the Western Association of Schools and Colleges, the Multiple Subject Credential Program prepares teachers who are striving for academic excellence, who have the ability to effectively analyze their teaching practices, and who will continue to develop professionally throughout their 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 2001-2002

The multiple subject teaching credential programs at Patten are specialized postbaccalaureate programs for those who wish to teach in a self-contained classroom in public and private elementary and middle schools, and are designed to include the requirements of the CCTC and the special emphases of Patten University, while accommodating differences and interests of individual teacher candidates. The programs incorporate a balance of educational course work with hands-on field experiences and student teaching in the schools.

In keeping with the broader goals of the University, these programs seek to develop in students the ability to integrate educational theories and practices and attain high standards in a successful career with emphasis on inner-city teaching; acquiring knowledge, skills, technology and practices that are crucial in delivering high quality instruction; maintain sensitivity to students of different backgrounds, and with different special needs, promoting a classroom environment for a diverse student population; providing challenging instruction to facilitate students' development;

Utilize a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions; Establish between school, family, and community a climate of mutual respect.

The Patten programs have received outstanding commendations. Their guidance, assistance and feedback for student teachers were described as exemplary by the CCTC Committee on Accreditation. Another strength noted is the collaboration noted with site administrators and School District personnel. Patten College's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as excellent.

**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 2001-2002**

Patten University is constantly striving to improve our Credential programs with special emphasis in the areas of:

Student support in the field - Worked with Districts to strengthen site-support for Interns involving visits, observations, conferences, and modeling.

IHE and School District communications and collaboration through improved utilization and sharing of resources and facilities. Included is the setup of three school-site technology labs in the Oakland USD at Fruitvale, Marcus Foster, and Bret Harte. These are sites where the Interns may visit and see integrated technology being modeled in a real-life classroom. Patten University facilities are also made readily available to the District for seminar/workshop use, such as CFASST.

Increased training of IHE Faculty/Assessors/Field Supervisors, including CFASST training which was taken with OUSD personnel at our campus. This has resulted in improved communications at the schoolsite between the Supervisors and the support providers by using the same vocabulary.

Wrote all documents necessary for a seamless program transition from Ryan, to 1059, and into SB 2042.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[WWW.patten.edu](http://WWW.patten.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	61	41	20
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	61	41	20

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	24	12	12
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	24	12	12

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>2</b>	<b>2</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	12 :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: Patten University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	0
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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>13</b>	<b>13</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	13	13	100%	100%
Aggregate	13	13	100%	100%
Professional Knowledge/Pedagogy				
RICA	13	13	100%	98%
Aggregate	13	13	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	12	12	100%	100%
Aggregate	12	12	100%	100%

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

**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 2001-2002 (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 our nation's schools. This commitment to education reflects the mission of the university which is: "Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership". Each member of the University faculty exemplifies Christian values in daily teaching.

Pepperdine offers an undergraduate program at Seaver College in Malibu and the Graduate School of Education and Psychology offers a graduate program at four education centers: Westlake Village, Encino, West Los Angeles, and Orange County. Pepperdine programs offer the preliminary and professional clear teaching credentials for multiple subject and single subject instruction, with authorization to teach English Language Learners (August, 2000 with the AB1059 Ducheny legislation). The Seaver and GSEP teacher education programs submitted the response to the new SB 2042 program standards for Multiple Subjects and Single Subjects, preconditions and common standards in April, 2003. Seaver also submitted the Multiple Subject Subject Matter documents for the Liberal Studies Program.

The Seaver undergraduate teacher education program information website is:

<http://www.arachnid.pepperdine.edu/humteachered/academicprograms.htm>

The Graduate School of Education and Psychology teacher education program information website is:

<http://gsep.pepperdine.edu/PETPrep/>

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Located in Southern California, Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the United States. The university specifically supports the reading and language arts program by providing small class sizes and close mentoring of students by faculty who are models of caring and nurturing teachers. Students are enrolled in a practicum experience, which contributes to their success in methods and reading instruction competency assessment. Reading faculty are available to mentor students.

In March 2000, Pepperdine University's credential programs received "full accreditation" from the California Commission on Teacher Credentialing with no stipulations for modifications. This substantiates the excellence of the teacher education programs at Pepperdine University.

In October 2000, the Western Accreditation for Schools and Colleges (WASC) completed an accreditation visit for Pepperdine University. In February 2001, the final report gave Pepperdine University the highest level of accreditation, which is a ten-year accreditation.

**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 2001-2002**

New initiatives for the current academic year 2002-03 have focused on issues of quality and effectiveness by aligning the Teaching Performance Expectations (TPEs), with all teacher education coursework and practical experiences. Fall, 2003 will be the implementation of the SB 2042 Learning to Teach continuum which are based on the TPEs and will be evaluated using the Teaching Performance Assessments. The new Teaching Performance Expectations include four tasks, which will be a combination of formative and summative assessments of teaching credential candidates during the early, middle, and later experiences of the credential programs. Pepperdine University teacher education faculty believe that learning to teach is truly a developmental process that requires reflection, cognitive coaching and collaboration.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
<http://gsep.pepperdine.edu/PETPrep> or

**Institution/Program: Pepperdine University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	309	309	0
Single Subject Candidates	81	81	0
Education Specialist Candidates	0	0	0
Totals	390	390	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	252	252	0
Single Subject Candidates	53	53	0
Education Specialist Candidates	0	0	0
Totals	305	305	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>50</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	44	0	0
Single Subject Programs	<b>25</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	23 :1	N/A :1	N/A :1
Single Subject Programs	9 :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:** **Pepperdine University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	9	270
Single Subject Programs	30	9	270
Education Specialist Programs	N/A	N/A	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
Education Specialist Programs	N/A

**Institution/Program: Pepperdine University**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>243</b>	<b>243</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	243	243	100%	100%
Aggregate	243	243	100%	100%
Professional Knowledge/Pedagogy				
RICA	199	199	100%	98%
Aggregate	199	199	100%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	9	--	--	99%
Praxis II English	9	--	--	99%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Social Science SSAT (03)	6	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	6	--	--	96%
Aggregate	17	17	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	133	133	100%	100%
Physical Education SSAT (09)	2	--	--	98%
Phys. Educ. Praxis Test II	2	--	--	99%
Aggregate	135	135	100%	100%

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

**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 2001-2002 (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:

The Teacher and Graduate Education Programs offer selected credential and degree programs of academic rigor in an environment of vital Christianity in the Wesleyan tradition. Our commitment is to prepare thoughtful, culturally sensitive, scholarly professional educators who utilize the latest research and exemplary methods that ensure learning and achievement. The faculty is committed to equipping students to become influential moral and ethical leaders in a highly competitive, diverse, and ever-changing society.

The San Diego campus primarily serves undergraduate students who complete their teaching credential at or near the same time as their BA. A majority of the students in Arcadia and Bakersfield are already under contract and are perfecting the art and craft of teaching while in the classroom.

We intend to educate each student who comes to us to view their career as a moral and ethical calling to become leaders of tomorrow. We want to sensitize our students to work effectively with students from diverse backgrounds. We believe that academic rigor for future educators is imperative. Our faculty recognizes the importance of staying current and in the forefront of educational practices that are based on sound research. We teach our students to view not just each child, but also each parent, staff, faculty member and community member as a special human being of great worth. We ask our students to look beyond their respective classrooms to their role as community members and work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Candidates in our program represent a variety of backgrounds and current experiences that call for individualized attention as well as flexible program design. We believe that our ability to structure our program for each location's particular candidates is a program strength, as is our attention to each candidate.

In San Diego, the Department of Teacher Education articulates with 14 other academic departments in the University regarding subject matter preparation of single subject and multiple subject teacher candidates. Teacher education courses are sequenced so that candidates are initially educated from a global perspective of education. Then, the focus shifts toward methodologies, and the application and practice of theory and research. All candidates are required to be in classrooms for approximately 85 hours of documented and evaluated observation and participation prior to student teaching.

In Arcadia and Bakersfield, all candidates for teaching credentials have already completed their BA. A majority of the candidates are under contract with public school districts. These candidates bring an urgent need for information and guidance in their practice. Alongside the coursework, supervisors help candidates transfer theory into reality in their K-12 classrooms.

We believe that relationships do precede learning and we encourage all professors to act, not only as instructors, but also as mentors to our students. All full time and adjunct faculty have had school site and/or district office experience. Positive feedback from students and site administrators confirm our belief that students feel they are known and well advised by faculty in their career development.

**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 2001-2002**

None. The dedication to moving teachers from pre-intern status to fully credentialed remains strong. Partnerships with districts strengthen this endeavor.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.ptloma.edu](http://www.ptloma.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	168	150	18
Single Subject Candidates	127	116	11
Education Specialist Candidates	0	0	0
Totals	295	266	29

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	114	96	18
Single Subject Candidates	78	67	11
Education Specialist Candidates	0	0	0
Totals	192	163	29

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>16</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	13	7	0
Single Subject Programs	<b>9</b>	<b>7</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	7	7	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	15 :1	NA :1
Single Subject Programs	15 :1	15 :1	NA :1
Education Specialist Programs	NA :1	NA :1	NA :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	16	320
Single Subject Programs	20	16	320
Education Specialist Programs	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>131</b>	<b>130</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	131	131	100%	100%
Aggregate	131	131	100%	100%
Professional Knowledge/Pedagogy				
RICA	86	86	100%	98%
Aggregate	86	86	100%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	7	--	--	99%
Praxis II English	7	--	--	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	17	16	94%	97%
Other Content Areas				
MSAT (0140 + 0151)	33	33	100%	100%
Business SSAT (15)	2	--	--	99%
Health Science SSAT (16)	3	--	--	99%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	39	39	100%	100%

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

**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 2001-2002 (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 2001-2002

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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.stmarys-ca.edu](http://www.stmarys-ca.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	165	165	0
Single Subject Candidates	119	119	0
Education Specialist Candidates	67	67	0
Totals	351	351	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	69	69	0
Single Subject Candidates	45	45	0
Education Specialist Candidates	32	32	0
Totals	146	146	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>32</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	32	0	0
Single Subject Programs	<b>19</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	19	0	0
Education Specialist Programs	<b>6</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26 :1	0 :1	0 :1
Single Subject Programs	24 :1	0 :1	0 :1
Education Specialist Programs	24 :1	0 :1	0 :1

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

**Institution/Program: 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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	14	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>127</b>	<b>127</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	127	127	100%	100%
Aggregate	127	127	100%	100%
Professional Knowledge/Pedagogy				
RICA	89	89	100%	98%
Aggregate	89	89	100%	98%
Academic Content Areas				
English SSAT (01)	5	--	--	99%
Praxis II English	5	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	4	--	--	98%
Chemistry SSAT (04 + 06)	2	--	--	100%
Chemistry Praxis II (0242 + 0433)	2	--	--	100%
Social Science SSAT (03)	6	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	6	--	--	96%
Aggregate	21	21	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	60	60	100%	100%
Business SSAT (15)	1	--	--	99%
Health Science SSAT (16)	2	--	--	99%
Physical Education SSAT (09)	4	--	--	98%
Phys. Educ. Praxis Test II	4	--	--	99%
Aggregate	67	67	100%	100%

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

**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 2001-2002 (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 Catholic and 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 humane and just world. The Department of Education plays an important role in advancing the mission of the university and places a special emphasis on issues of diversity and social justice. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students can grow in knowledge, imagination, compassion, competence, social responsibility and self esteem. The department seeks to attract students that represent a wide range of ethnic and social diversity. Because the program of preparation is primarily a fifth year, many second career individuals are attracted to the program. This older student population is enhanced by the presence of an intensive internship program that is the product of a collaborative effort between the department and several nearby school districts. Through this program, individuals are employed by school districts while they complete credential requirements. Scholarships are available for those who need financial assistance. The department places a special focus on teaching those K-12 students that are the most in need. Field placements are all in settings where there is a diverse student population.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Integration of theory and practice with a heavy emphasis on field applications contributes to program excellence. Students have field experience assignments during each phase of their preparation. Students in the regular preservice program are assigned to a school for the entire program. This allows for an immediate application of the concepts presented in classes. In addition, they are acquainted with issues and concerns related to teaching. These issues are brought back to enrich on-campus classes. 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 both university and district supervisors and in regular sessions that focus on the challenges of teaching in the contemporary world. Another excellence in teaching quality is a major focus on teaching a diverse student population. 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. This project 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 2001-2002**

Santa Clara University spent the 2001-2002 school year working to meet the program standards set forth by SB 2042. SCU met those standards in 2002 and was approved by the Commission on Teacher Credentialing to begin teaching to those new standards as "Early Adopters". The first group of students to be admitted with the new standards will be completing their course work in the Summer of 2003.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.scu.edu/cpe/](http://www.scu.edu/cpe/)

**Institution/Program: Santa Clara University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	49	25	24
Single Subject Candidates	28	14	14
Education Specialist Candidates	77	47	30
Totals	154	86	68

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41	20	21
Single Subject Candidates	21	10	11
Education Specialist Candidates	34	4	30
Totals	96	34	62

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4	2	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	3	1	0
Single Subject 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
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6 :1	12 :1	0 :1
Single Subject Programs	5 :1	7 :1	0 :1
Education Specialist Programs	2 :1	15 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	36	600
Single Subject Programs	17	36	600
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>79</b>	<b>77</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	79	79	100%	100%
Aggregate	79	79	100%	100%
Professional Knowledge/Pedagogy				
RICA	46	44	96%	98%
Aggregate	46	44	96%	98%
Academic Content Areas				
English SSAT (01)	3	--	--	99%
Praxis II English	3	--	--	99%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	5	--	--	99%
Math Praxis II (0063 + 0064)	5	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Social Science SSAT (03)	1	--	--	99%
Aggregate	11	11	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	31	31	100%	100%
Aggregate	31	31	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Simpson College**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

Mission and Context: The Education Division is committed to the mission of Simpson College and believes that the educational programs offered by the Division should equip men and women to extend the church's mission in elementary and secondary education both in the United States and worldwide. The Division provides preparation for multiple subject and single subject credentials. The programs are intended to provide the theoretical and practical bases, integrated with and founded upon biblical truth for effective teaching. Each aspect of this educational philosophy is interwoven into the curriculum for the credentials. Accordingly, the administration, faculty, and staff seek to reflect and model these foundational components of life and professional pursuit. The goal is to provide multiple and single subject credentialing programs designed to serve professional and personal needs of individuals who seek advanced academic preparation; prepare students for subsequent doctoral programs; provide credential preparation for multiple subject and secondary teaching in public, private, and/or international schools; produce individuals who can articulate a Christian worldview; respond to the educational needs of the north state by preparing qualified educators; and demonstrate and articulate character education. Teacher credentialing candidates typically complete their 5th yr. program within 12 months. Candidates can pursue a Master of Arts in Education in concert with the preliminary credential with 17 additional units. Undergraduate candidates can complete their preliminary credential in 4.5 years in subject matter competency programs in music, math, English, and social sciences.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

#### Program Qualities

It's personal, it's character education, and it's rich field experiences. Small class sizes and personal attention are a hallmark of the Simpson College experience. Candidates are well served by fulltime professors and exemplary practicing educator adjuncts. Simpson College credential graduates are well received by area administrators. The curriculum course is held in an area school where candidates observe, teach micro lessons, and apply coursework knowledge. Candidates are deeply prepared in curriculum, standards, classroom management, pedagogy, and use of technology. Woven throughout is character education.

The Parkview Project, an award winning partnership among the area schools, the Redding Police Department, and Simpson College Education Division, provides after school tutoring followed by recreation with the police department. Candidates serve at-risk and multicultural students.

Another unique feature is weekly visits by the student teaching supervisor during the fulltime semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice.

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, and supervisors work as team to closely support developing new

**Institution/Program:** Simpson 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 2001-2002

Project Welcome Grant funding to enhance the multicultural and ELL experiences of program candidates and local classroom teachers.

AB 1059 EL Authorization was implemented.

New level II TEchnology standards implemented.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.simpsonca.edu/faculty/teacher\\_credential](http://www.simpsonca.edu/faculty/teacher_credential)

**Institution/Program: Simpson College**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	23	23	0
Education Specialist Candidates	0		0
Totals	96	96	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	68	68	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>22</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Single Subject Programs	<b>3</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Simpson 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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>72</b>	<b>72</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	72	72	100%	100%
Aggregate	72	72	100%	100%
Professional Knowledge/Pedagogy				
RICA	58	58	100%	98%
Aggregate	58	58	100%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	4	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	41	41	100%	100%
Business SSAT (15)	1	--	--	99%
Aggregate	42	42	100%	100%

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

**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 2001-2002 (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 seeks to prepare and support teachers to teach diverse learners to high intellectual, academic and social standards by creating equitable classrooms and schools. This mission is increasingly important to the sustenance of a democratic society. Schools must become dramatically more successful with a wide range of learners if our citizens are to acquire the sophisticated skills they need to participate in a knowledge-based society. Teacher expertise and effectiveness are critical to the success of education. Growing evidence indicates that teacher quality is one of the most powerful influences on student achievement - more powerful than almost any other school resource and as influential as student background factors like poverty, language background, or family status. Higher expectations for student learning and greater diversity among students create a need for educators to be more knowledgeable than ever before. The kind of teaching needed to help students learn to think critically, create, solve complex problems, and master ambitious subject matter content is much more demanding than that needed to impart routine skills. In an era when the student population is more diverse than ever before, teachers are being asked to achieve these goals for all children, not just the 20% who have traditionally been selected into gifted and talented or honors programs. Only educators who are diagnostic about learning and extremely skillful in using a wide range of teaching methods can respond appropriately to diverse students' needs and enable them to succeed at challenging learning goals.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

STEP is a 12-month course of postbaccalaureate study for prospective secondary teachers. The program combines a year of student teaching with 45 credits of graduate coursework leading to an AM in Education and a Professional Clear Single Subject Teaching Credential with CLAD (Crosscultural, Language, and Academic Development) certification. STEP's small size (between 60 - 80 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 program 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. STEP students are placed in year-long clinical placements in the classrooms of cooperating teachers in local secondary schools. University supervisors are experienced teachers of the subject matters in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP students who gradually move from observing classrooms and co-teaching to fully independent student teaching. Stanford faculty members and practicing teachers co-teach the courses of the university-based STEP curriculum, which is designed and sequenced to articulate with the clinical experience. This program of study is designed to help students 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 2001-2002**

In May, 2002 STEP became one of the early adopters for SB2042. It also achieved NCATE accreditation. At present, STEP is in the process of piloting a Teacher Performance Assessment in response to Standards 18-20.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.stanford.edu/dept/SUSE](http://www.stanford.edu/dept/SUSE)

Institution/Program: **Stanford University**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	55	55	
Education Specialist Candidates			
Totals	55	55	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	55	55	
Education Specialist Candidates			
Totals	55	55	

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

Number of Supervising Teachers During 2001-2002  
(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	15		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	15		
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	4 :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 2001-2002

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

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>55</b>	<b>55</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	55	55	100%	100%
Aggregate	55	55	100%	100%
Academic Content Areas				
English SSAT (01)	12	12	100%	99%
Praxis II English	12	12	100%	99%
French SSAT (11)	1	--	--	89%
French: Skills Praxis II (0171)	1	--	--	89%
French: Analysis Praxis II (0172)	1	--	--	89%
Spanish SSAT (10)	1	--	--	100%
Spanish: Skills Praxis II (0192)	1	--	--	91%
Spanish: Analysis Praxis II (0193)	1	--	--	87%
Math SSAT (02)	7	--	--	99%
Math Praxis II (0063 + 0064)	6	--	--	98%
Biology SSAT (04 + 05)	8	--	--	98%
Biology Praxis II (0233 + 0433)	8	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Physics SSAT (04 + 08)	1	--	--	100%
Social Science SSAT (03)	14	14	100%	99%
Soc. Studies Praxis II (0082 + 0083)	13	13	100%	96%
Aggregate	45	45	100%	97%

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

**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 2001-2002 (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 for many years. Students from diverse backgrounds make up at least 25% of the student body in 23 of the 40 schools. There are 25 California Distinguished Schools and 5 Blue Ribbon Schools among the 40 schools. Four schools received a statewide rank of 6 on the 1999 Academic Performance Index. Fifteen ranked 10. The other 24 ranked 7 - 9.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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.

Candidates are advised of financial aid that is available specifically for prospective teachers. Tuition is reduced for professional courses and student teaching once a candidate has graduated.

**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 2001-2002**

Recognizing the increased use of technology, all new freshmen are required to have a Windows-based notebook computer in their possession for use as a part of their academic program during their attendance at The Master's College. Additionally, our department proposal to meet requirements of Technology Standard 20.5 was developed and approved by the Commission. Candidates are required to take two technology courses in order to meet the standards. ED300, Computer Basics for Educators, is required for candidates before they enter the Teacher Education program and in ED500, Integration of Technology in the Classroom, the candidates prove their competency in all technology standards prior to completing their credential.

During 2001, the TMC Teacher Education Department responded to mandates of Standard Thirteen, AB 1059 (Ducheny), which required programs to prepare candidates for teaching English Language Learners. Approval of our program has been granted, thus enabling our candidates to meet the equivalency of the CLAD emphasis.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.masters.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	64	64	0
Single Subject Candidates	19	19	0
Education Specialist Candidates	0	0	0
Totals	83	83	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	8	8	0
Education Specialist Candidates	0	0	0
Totals	22	22	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>4</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>3</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

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

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

**Institution/Program:** **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 2001-2002

	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 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>23</b>	<b>23</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	23	23	100%	100%
Aggregate	23	23	100%	100%
Professional Knowledge/Pedagogy				
RICA	15	15	100%	98%
Aggregate	15	15	100%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Math SSAT (02)	4	--	--	99%
Math Praxis II (0063 + 0064)	4	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	7	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	4	--	--	100%
Aggregate	4	--	--	100%

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

**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 2001-2002 (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 has been approved under the California SB2042 requirements. Integrated throughout the program are methodologies to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The BCLAD credential is also offered for multiple subject candidates. The program is designed to foster 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, and Cerritos.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 97% passage rate for the RICA in the 2001-2002 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 55% white, 29% Latino, 7% African American, 3% Asian, and 6% other. 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 for Emergency Permit, Pre-Intern, and Intern Teachers: The University is committed to support emergency permit, pre-intern, and 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.

**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 2001-2002**

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 2001-2002 include: (1) Increase the number of full-time faculty to coordinate and teach in off campus sites: to date two 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 70% white, 20% Latino, and 10% 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.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.ulv.edu/education/](http://www.ulv.edu/education/)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	517	415	102
Single Subject Candidates	290	253	37
Education Specialist Candidates	27	27	0
Totals	834	695	139

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	208	160	48
Single Subject Candidates	75	68	7
Education Specialist Candidates	3	3	0
Totals	286	231	55

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>35</b>	<b>22</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	8	6	0
In Non-Academic Positions without Rights and Responsibilities	27	16	0
Single Subject Programs	<b>22</b>	<b>6</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	1	0
In Non-Academic Positions without Rights and Responsibilities	17	5	0
Education Specialist Programs	<b>1</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	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	: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 La Verne**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>225</b>	<b>220</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	225	225	100%	100%
Aggregate	225	225	100%	100%
Professional Knowledge/Pedagogy				
RICA	153	149	97%	98%
Aggregate	153	149	97%	98%
Academic Content Areas				
English SSAT (01)	12	12	100%	99%
Praxis II English	12	12	100%	99%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Science Praxis Test II	2	--	--	100%
Chemistry SSAT (04 + 06)	3	--	--	100%
Chemistry Praxis II (0242 + 0433)	3	--	--	100%
Geoscience SSAT (04 + 07)	2	--	--	96%
Social Science SSAT (03)	5	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	5	--	--	96%
Aggregate	28	27	96%	97%
Other Content Areas				
MSAT (0140 + 0151)	82	82	100%	100%
Business SSAT (15)	2	--	--	99%
Home Economics SSAT (17)	1	--	--	95%
Physical Education SSAT (09)	1	--	--	98%
Phys. Educ. Praxis Test II	1	--	--	99%
Aggregate	86	86	100%	100%

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

**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 2001-2002 (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

The mission of the University of Phoenix is to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

The College of Education at the University of Phoenix is guided by its own vision and mission that informs our work with teacher candidates and professional educators; "Impacting Student Learning, One Educator at a Time". Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The College of Education constantly works towards our vision. The College of Education is a leader in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
- Employing a practitioner faculty who are recognized as experts in the educational community.
- Using integrated technologies to impact learning.
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
- Sharing our model and best practices with our colleagues.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

### 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
- State and National Standards
- Literacy
- Family and Community Collaboration

**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 2001-2002**

The University of Phoenix received approval for new program offerings under SB 2042 in April 2003. We will now offer a Master of Arts in Education program in teacher education, both multiple and single subject beginning in the summer of 2003. We will also offer intern programs for multiple and single subject candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[phoenix.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,515	1,515	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	1,515	1,515	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	242	242	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	242	242	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>93</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	83	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :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: University of Phoenix**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>102</b>	<b>98</b>	<b>96%</b>	<b>98%</b>
Basic Skills				
CBEST	102	102	100%	100%
Aggregate	102	102	100%	100%
Professional Knowledge/Pedagogy				
RICA	101	97	96%	98%
Aggregate	101	97	96%	98%
Other Content Areas				
MSAT (0140 + 0151)	80	80	100%	100%
Aggregate	80	80	100%	100%

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

**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 2001-2002 (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 both rigorous academic preparation and professionally supervised field experiences that bridge theory and practice. All of our programs carry forth our mission to promote social justice and equity in education. We are keenly aware our students will serve a widely diverse student population and they must be well prepared to meet the challenges and needs represented in our surrounding school districts. Our Preliminary Teacher Credential Preparation Program serves both undergraduate daytime 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 2001-2002

The University of Redlands School of Education moved into a newly refurbished building. The new facility includes an instructional resource center, classrooms equipped for the training and practice of interactive technology, faculty and staff offices, a lounge, library, conference and seminar rooms and the Education Admissions area. The building is adjacent to ample parking and close to the University Library, Student Center and Bookstore. With the new facility and equipment, the faculty infused technology throughout each course and across the curriculum, thus increasing students' proficiency levels to meet new State standards.

The University of Redlands School of Education is an "early adopter" of the SB 2042 standards for the Preliminary Teacher Credential programs. Both the Multiple Subject and Single Subject SB 2042 programs began in September 2002. The School also partners with RIMS/BTSA to offer the 2042 Teacher Induction Programs for those who have completed and are hired by a school district.

**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 2001-2002

1. Implementation of the new SB 2042 Teacher Credential Program.
2. Implementation of the SB 2042 Teacher Induction Program partnership with RIMS/BTSA.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.redlands.edu](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	183	150	33
Single Subject Candidates	91	61	30
Education Specialist Candidates			
Totals	274	211	63

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	96	63	33
Single Subject Candidates	43	13	30
Education Specialist Candidates			
Totals	139	76	63

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>20</b>	<b>10</b>	
In Academic Positions with Rights and Responsibilities	4	3	
In Non-Academic Positions without Rights and Responsibilities	16	7	
Single Subject Programs	<b>6</b>	<b>15</b>	
In Academic Positions with Rights and Responsibilities	2	5	
In Non-Academic Positions without Rights and Responsibilities	4	10	
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 2001-2002\*

	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	: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 Redlands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	1
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>139</b>	<b>138</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	139	139	100%	100%
Aggregate	139	139	100%	100%
Professional Knowledge/Pedagogy				
RICA	94	93	99%	98%
Aggregate	94	93	99%	98%
Academic Content Areas				
English SSAT (01)	8	--	--	99%
Praxis II English	8	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Music SSAT (13)	1	--	--	100%
Music Praxis II (0111 + 0112)	1	--	--	100%
Biology SSAT (04 + 05)	5	--	--	98%
Biology Praxis II (0233 + 0433)	5	--	--	98%
Science Praxis Test II	1	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	19	19	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	41	41	100%	100%
Business SSAT (15)	2	--	--	99%
Health Science SSAT (16)	4	--	--	99%
Physical Education SSAT (09)	2	--	--	98%
Phys. Educ. Praxis Test II	2	--	--	99%
Aggregate	49	49	100%	100%

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

**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 2001-2002 (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 faculty in the program are dedicated to a standards-based approach in the preparation of candidates to teach and network in the culturally diverse K-12 environment that is emerging in southern California and across America. The Learning and Teaching program serves a diverse student population from the greater San Diego area, the state, region and from abroad. As such, course objectives are closely aligned with California Teaching Performance Expectations (TPE's), California State Credentialing standards, and with the National Council for Accreditation of Teacher Education (NCATE) standards. Students are thoughtfully placed in the local urban school district for observations, practicum and student teaching experiences. Building upon the principles of pedagogy, ethical and moral philosophy of service and relevance to the school-districts we serve, faculty are committed to pedagogical practices that model inclusiveness, democracy and social justice. The guiding principles that inform our work with teacher candidates include academic excellence, critical inquiry and reflection, diversity, community, character development, values and ethics, and service. Candidates are required to reflect about aims, curriculum and pedagogy. This reflective quality is critical to teacher candidates as they work to develop skills, improve knowledge and augment thoughtful democratic practices that support inclusiveness. In our view, all human beings have the right to learn and grow together in shared environments that offer individuals the opportunity to live culturally valued lives.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Teacher candidates receive individual attention during advising from faculty members. Faculty are student oriented and they value their contacts with pre-service teachers in the field and in the classroom. Committed to bridging theory and practice, the Learning and Teaching faculty have played a leading role in the institutionalization of service learning at USD. This powerful pedagogical tool provides students the opportunity to learn course material more thoroughly and to deepen commitment to social responsibility and justice. Examples of service learning opportunities that teacher candidates engage in include working with developmentally delayed adults in a group living facility, serving the needs of low income children at a local Head Start program, and serving as literacy tutors in local elementary and middle schools, at a local Sudanese immigration center, and in the area settlement house where children who are recent immigrants to San Diego (at least five languages are spoken: Vietnamese, Laotian, Chinese, Spanish, and Filipino) are provided with support and language instruction. The service learning experiences are integrated with course objectives and involve critical reflection before and after experiences to process and deepen understanding. Combined with methodological instruction, service learning also enables teacher candidates to structure age appropriate service learning for their own students.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.sandiego.edu/soe/acadprog/learnteach/](http://www.sandiego.edu/soe/acadprog/learnteach/)

**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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	307	307	0
Single Subject Candidates	142	142	0
Education Specialist Candidates	30	15	15
Totals	479	464	15

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	51	51	0
Single Subject Candidates	19	19	0
Education Specialist Candidates	22	15	7
Totals	92	85	7

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>20</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Single Subject Programs	<b>8</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Education Specialist Programs	<b>2</b>	<b>4</b>	<b>4</b>
In Academic Positions with Rights and Responsibilities	2	4	4
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	0 :1	0 :1
Single Subject Programs	4 :1	0 :1	0 :1
Education Specialist Programs	4 :1	4 :1	4 :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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	20	800
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2001-2002

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

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>77</b>	<b>77</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	77	77	100%	100%
Aggregate	77	77	100%	100%
Professional Knowledge/Pedagogy				
RICA	60	60	100%	98%
Aggregate	60	60	100%	98%
Academic Content Areas				
English SSAT (01)	2	--	--	99%
Praxis II English	2	--	--	99%
Social Science SSAT (03)	3	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	3	--	--	96%
Aggregate	5	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	9	--	--	100%
Business SSAT (15)	1	--	--	99%
Aggregate	10	10	100%	100%

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

**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 2001-2002 (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 handicapped specialist and the multiple and single subject preliminary (SB 2042) credentials with option to add a Bilingual (BCLAD) emphasis. 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 2001-2002

The Mild/Moderate Education Specialist Credential Program, a two-year internship program, is housed in the Learning and Instruction Department. The curriculum is taught by faculty, doctoral students in Special Education and experts in modules aligned with school-year job demands. Upon completion of the 36-unit credential program, candidates are eligible to earn a Masters degree in Learning and Instruction by completing 6 additional units. As interns, candidates earn a full teacher's salary. Scholarship funds are available (Department of Education Training grant, AmeriCorps Education Awards program).

The Multiple and Single Subject Preliminary (SB 2042) Credential Program, with an option for a Bilingual emphasis (BCLAD in either Spanish and Filipino), is housed in the Teacher Education Department. Combined credential/masters programs vary in units depending on the options selected, but typically take two years. Masters options include the Master of Arts in Teaching, the Masters in Educational Technology, the Master of Arts in Teaching English as a Second Language and the Master of Arts in Catholic School Teaching. 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 and Teacher Education for the Advancement of a Multicultural Society 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.soe.usfca.edu/soe/TED/ted.html](http://www.soe.usfca.edu/soe/TED/ted.html)

**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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	216	216	0
Single Subject Candidates	107	107	0
Education Specialist Candidates	54	0	54
Totals	377	323	54

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	75	0
Single Subject Candidates	24	24	0
Education Specialist Candidates	14	0	14
Totals	113	99	14

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>16</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Single Subject Programs	<b>10</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	<b>0</b>	<b>22</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	22	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	32 :1	0 :1	0 :1
Single Subject Programs	32 :1	0 :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 2001-2002

	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 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>112</b>	<b>111</b>	<b>99%</b>	<b>98%</b>
Basic Skills				
CBEST	112	112	100%	100%
Aggregate	112	112	100%	100%
Professional Knowledge/Pedagogy				
RICA	79	78	99%	98%
Aggregate	79	78	99%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Math SSAT (02)	3	--	--	99%
Math Praxis II (0063 + 0064)	3	--	--	98%
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Physics SSAT (04 + 08)	1	--	--	100%
Social Science SSAT (03)	5	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	5	--	--	96%
Aggregate	14	14	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	51	51	100%	100%
Aggregate	51	51	100%	100%

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

**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 2001-2002 (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 Rossier School of Education is to prepare educational leaders to use knowledge about diversity, learning and accountability to guide educational practices, so that all students in all educational settings attain their academic, societal and personal goals.

To fulfill its mission, the Rossier School of Education concentrates on four themes:

Learning represents the RSOE's core technical skill. The school's graduates have a deep understanding of the basic principles of how individuals learn and how what they learn is incorporated into their daily lives.

Diversity is the context within which educators operate, particularly in urban areas. The RSOE seeks to understand the specific strengths and needs of learners who differ in income, ethnicity, gender, language proficiency or disability and to insure that graduates incorporate such knowledge and skills into their practice. Accountability comes from determining what should be learned and how well it has been learned. The RSOE addresses indicators of success such as systems coherence and support, evidence-based best practices, processes of continual improvement and organizational learning. The school's courses and faculty research help leaders understand who is accountable for what at each level of the system. Accountability also means professionals who are held accountable receive the resources necessary to be successful.

Leadership is 'how' the Rossier School of Education focuses on enhancing the skills and knowledge of people in the organization, creating a common culture of expectations, fostering productive relationships within the organization, and holding individuals accountable.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.usc.edu/dept/publications/cat2000/education](http://www.usc.edu/dept/publications/cat2000/education)

**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 2001-2002  
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	97	0
Single Subject Candidates	60	60	0
Education Specialist Candidates	7	7	0
Totals	164	164	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	7	7	0
Totals	75	75	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>117</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	117	0	0
Single Subject Programs	<b>30</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	30	0	0
Education Specialist Programs	<b>7</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>8 :1</b>	<b>0 :1</b>	<b>0 :1</b>
Single Subject Programs	<b>4 :1</b>	<b>0 :1</b>	<b>0 :1</b>
Education Specialist Programs	<b>4 :1</b>	<b>0 :1</b>	<b>0 :1</b>

\* 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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	28	560
Single Subject Programs	20	28	560
Education Specialist Programs	30	14	420

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>75</b>	<b>73</b>	<b>97%</b>	<b>98%</b>
Basic Skills				
CBEST	75	74	99%	100%
Aggregate	75	74	99%	100%
Professional Knowledge/Pedagogy				
RICA	58	58	100%	98%
Aggregate	58	58	100%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Korean SSAT (25)	1	--	--	100%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Social Science SSAT (03)	4	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	4	--	--	96%
Aggregate	7	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	18	18	100%	100%
Aggregate	18	18	100%	100%

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

**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 2001-2002 (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, Single Subject, Mild/Moderate and Moderate/Severe Disabilities, and B/CLAD prepare candidates to teach all students in California schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, Spanish, 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 California's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the CCTC and NCATE.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

For Multiple Subject candidates, teacher education faculty and K-6 teachers and administrators involved in the Comprehensive Teacher Education Institute (CTEI) project with the Lodi Unified School District developed rubrics for assessing the knowledge, skills, and dispositions of beginning teachers in the Project's professional development schools. NCATE standards for professional development schools were used to frame this work. Cooperating teachers at CTEI schools participated in four "cooperating teacher forums" for professional development in curriculum areas and in supervision. As a result of a Preparing Teachers for Technology grant (PT3), technology projects were implemented throughout program courses as well as a "guiding partner approach" for student and faculty collaboration and learner-centered instruction.

Single Subject methods courses were held at a Stockton USD school site for field experiences to encourage collaboration in curriculum, instruction, and professional preparation among university faculty and students and high school administrators and faculty.

School of Education and liberal arts faculty collaborated in organizing new subject matter preparation for the elementary teacher and a new teacher education program for the Multiple Subject credential to respond to new Senate Bill 2042 legislation. A four-year major and teacher education program was designed and approved at the University and submitted to the CCTC. Both programs were approved by CCTC.

Special Education faculty developed courses and sequences for undergraduate students to prepare for credentials in Mild/Moderate or Moderate/Severe Disabilities along with completion of courses in the elementary subject matter program.

**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 2001-2002**

Approved in September 2002, a new Multiple Subject teacher preparation program to respond to SB 2042 legislation and standards was designed in 2001-2002 and implemented for first year undergraduate students and new graduate students in Fall Semester 2002.

A new Liberal Studies major for SB 2042 was designed and submitted to CCTC, and it was implemented for first year undergraduate students in Fall Semester 2002. CCTC provided approval in January 2003.

Faculty provided new curriculum and instructional preparation for teaching English learners in the Multiple and Single Subject Programs and received Assembly Bill 1059 approval by CCTC for Standard 13 of the SB 2042 standards for professional preparation.

Faculty have intensified the use of multi-media technology in courses assignments in the teacher preparation program. An electronic portfolio format for teacher education was designed and students in the prerequisite courses for the SB 2042 program began submitting material to their electronic portfolio. The portfolio is developed throughout the program, with material to be added during each course and during Directed Teaching in the SB 2042 program.

Faculty designed and implemented a plan for a continuum of carefully structured and interrelated field experiences in prerequisite courses and in professional teacher education courses so that students move from observations in classrooms to small and large group teaching experiences prior to Directed Teaching.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.uop.edu/education](http://www.uop.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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	65	64	1
Single Subject Candidates	51	39	12
Education Specialist Candidates	25	20	5
Totals	141	123	18

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	31	30	1
Single Subject Candidates	28	16	12
Education Specialist Candidates	8	3	5
Totals	67	49	18

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6	5	0
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	2	1	0
Single Subject Programs	7	6	0
In Academic Positions with Rights and Responsibilities	6	5	0
In Non-Academic Positions without Rights and Responsibilities	1	1	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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	27 :1	:1
Single Subject Programs	15 :1	27 :1	:1
Education Specialist Programs	15 :1	27 :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 the Pacific**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	32	10	320

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>67</b>	<b>67</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	67	67	100%	100%
Aggregate	67	67	100%	100%
Professional Knowledge/Pedagogy				
RICA	37	37	100%	98%
Aggregate	37	37	100%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Spanish SSAT (10)	2	--	--	100%
Spanish: Skills Praxis II (0192)	2	--	--	91%
Spanish: Analysis Praxis II (0193)	2	--	--	87%
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	5	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	6	--	--	100%
Aggregate	6	--	--	100%

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

**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 2001-2002 (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 to offer a Multiple Subject CLAD Emphasis Credential, Single Subject CLAD Emphasis Credential and a CLAD Certificate. Eligible students may apply their Vanguard University (VU) credential course work, or CLAD Certificate coursework, 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 community in which teachers develop the professional skills, relationships and knowledge base necessary to empower ALL students to reach their highest spiritual, intellectual, and physical potential

The Superintendent of Schools of a large urban district in Orange County recently 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.

In his inaugural address to the Vanguard community in September 2000, Vanguard University President, Dr. Murray Dempster, demonstrated his, and the institution's, profound commitment to teacher preparation. He highlighted the work of VU's graduate and now adjunct faculty member, Bonnie Brigman, Teacher of the Year for the Newport-Mesa Unified School District and with her the hundreds of VU teachers throughout the State.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 2001-2002**

Beginning 2002-2003, Vanguard University's Graduate Program in Education will offer SB 2042 Multiple Subject Credential, Single Subject Credential and a CLAD Certificate. As an "Early Adopter" of SB 2042, Vanguard University candidates will also participate in the field test of the Teaching Performance Assessment.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.grad.ed.vanguard.edu](http://www.grad.ed.vanguard.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	0	0	0
Totals	75	75	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	31	31	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	46	46	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>6</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	<b>8</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	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 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	25	18	450
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>45</b>	<b>45</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	45	45	100%	100%
Aggregate	45	45	100%	100%
Professional Knowledge/Pedagogy				
RICA	30	30	100%	98%
Aggregate	30	30	100%	98%
Academic Content Areas				
English SSAT (01)	1	--	--	99%
Praxis II English	1	--	--	99%
Aggregate	1	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	13	13	100%	100%
Aggregate	13	13	100%	100%

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

**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 2001-2002 (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 Education 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 Education 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 Education must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

#### 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 can intervene quickly with assistance and personalized help and direction.

We intentionally provide a common central focus for teacher education based upon our shared presuppositions. We integrate our coursework emphasizing meaningful connections to presuppositions 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.westmont.edu](http://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 2001-2002  
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	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	11	11	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	9	9	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	10	10	0

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>2</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>1</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :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:** Westmont College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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			

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>11</b>	<b>11</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	11	11	100%	100%
Aggregate	11	11	100%	100%
Professional Knowledge/Pedagogy				
RICA	10	10	100%	98%
Aggregate	10	10	100%	98%
Academic Content Areas				
Biology SSAT (04 + 05)	1	--	--	98%
Biology Praxis II (0233 + 0433)	1	--	--	98%
Aggregate	1	--	--	97%

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

**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 2001-2002 (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 and Professional Clear teacher credential preparation programs: (1) Multiple Subject CLAD emphasis and (2) Single Subject CLAD emphasis.

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 2001-2002

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 2001-2002**

Whittier College's teacher preparation program has been redesigned to meet new California SB 2042 standards. A second course in curriculum and pedagogical methods will now be required of all credential candidates. As a result, all candidates will be better prepared in methods of teaching and assessment, and Multiple Subject candidates will be better prepared for the RICA. In addition, all Whittier candidates will now have multiple opportunities to practice and receive feedback on the CCTC's new Teaching Performance. This will enhance Whittier programs' quality by (1) deepening the integration of theory and practice and (2) providing candidates extended practice of important teaching competencies in real classrooms.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.whittier.edu](http://www.whittier.edu)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 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	44	44
Single Subject Candidates	47	47	0
Education Specialist Candidates	0	0	0
Totals	135	91	44

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	20	26
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	60	34	26

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>4</b>	<b>0</b>	<b>10</b>
In Academic Positions with Rights and Responsibilities	4	0	10
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>2</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	:1	3 :1
Single Subject Programs	2 :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:** Whittier College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	22	660
Education Specialist Programs	N/A	N/A	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	N/A
Education Specialist Programs	N/A

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>60</b>	<b>60</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	60	60	100%	100%
Aggregate	60	60	100%	100%
Professional Knowledge/Pedagogy				
RICA	45	45	100%	98%
Aggregate	45	45	100%	98%
Academic Content Areas				
Social Science SSAT (03)	2	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	2	--	--	96%
Aggregate	2	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	16	16	100%	100%
Aggregate	16	16	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Compton USD**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The Compton Unified School District Alternative Certification Program prepares educators to successfully teach culturally and linguistically diverse students in urban school settings. As part of this mission, the program has adopted the statement below:

With the guidance and support of their instructors and supervisors, all interns will work towards achieving these goals:

- Skill in providing equal opportunities for all children
- Sensitivity toward and effectiveness with learners from diverse cultural and linguistic backgrounds
- Appropriate and creative use of collaboration among learners
- Emphasis on an integrated curriculum that taps into higher order cognitive skills
- Meaningful, authentic curriculum and assessment for all students
- Engagement in reflective practices
- Knowledge of theory and research that informs good teaching

The overarching goal of the Compton Unified School District Alternative Certification Program is to enable teachers to facilitate the learning and development of all learners with emphasis on strategies that are effective in urban, multicultural, and multilingual settings.

The CUSD District Alternative Certification Program is designed to provide an alternate route to certification for the district's teachers. It is an accelerated program offering a blend of theory, practice, and support.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

In the 2000-2001 school year, all interns in the District Alternative Certification Program received excellent training in literacy. In addition to the two courses in the Professional Development Plan designed to teach interns how to design and implement a balanced literacy program in a linguistically and culturally diverse classroom, interns in their second year of the program received two weeks of intensive preparation for the RICA examination. The results of this training include successful passage rates of the RICA exam and quality instruction in the interns' classrooms as demonstrated by principal evaluations and coordinator observations.

The small size of each intern cohort group provided for support and instruction on an individual basis. Additionally, the program coordinator was available to each intern to provide individualized assistance in planning and instruction. The District's focus is on literacy; therefore the coordinator worked closely with the Office of Curriculum and Instruction to ensure that interns were able to attend as many in-service and staff development sessions as possible regarding content area instruction.

**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 2001-2002**

Although the program has always provided peer support to interns, the District Alternative Certification Program is now offering training to its Peer Coaches using the Foundations in Mentoring model developed by the New Teacher Center. The Program Coordinator was first trained by staff members from the New Teacher Center and is now able to offer regular training to the program's Peer Coaches. These trainings provide Peer Coaches with the knowledge and resources needed more effectively support interns.

The District Alternative Certification Program is committed to preparing interns to teach in culturally and linguistically diverse classrooms. Therefore, the program is offering test fee reimbursement and intensive study sessions for the CLAD examination to interns completing the program in June 2003. As the program option for this cohort does not include embedded authorization to teach English Language Learners, this initiative is significant. Interns who entered the program in July 2002 will have 1059 authorization for teaching English language upon completion of the program. It is a program priority, that all district intern graduates have English language learner authorization.

The program is in the final stages of getting its newly developed SB 2042 multiple subject teacher preparation program approved. The SB 2042 program is slated to begin in July 2003 and will bring many changes that will result in both program excellence and effectiveness.

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

**Institution/Program: Compton USD**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	44		44
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	44		44

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	44		44
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	44		44

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			<b>19</b>
In Academic Positions with Rights and Responsibilities			19
In Non-Academic Positions without Rights and Responsibilities			0
Single Subject Programs			<b>0</b>
In Academic Positions with Rights and Responsibilities			0
In Non-Academic Positions without Rights and Responsibilities			0
Education Specialist Programs			<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	2.3 :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: Compton USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Compton USD**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>22</b>	<b>22</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	22	22	100%	100%
Aggregate	22	22	100%	100%
Professional Knowledge/Pedagogy				
RICA	22	22	100%	98%
Aggregate	22	22	100%	98%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Long Beach USD**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The District Bilingual Intern/District Intern Program has a significant role in the Long Beach Unified School District. As an alternative certification program, our primary mission is to prepare interns to become competent teachers who can ensure the educational success of all students by having high expectations, a commitment to student achievement, and the knowledge and skills to promote each child's positive self-esteem in a culturally and linguistically diverse society. The program trains teachers to effectively educate students in urban, culturally and linguistically diverse classrooms. Second language learning methodologies and strategies are essential elements in the overall design of the program. Through a two year Professional Development Program, participants acquire the knowledge and skills required for teaching in an elementary or middle school core classroom. The two year program begins with an intensive 120 hour practicum and orientation. The selected candidates must meet all of the requirements established by the Commission, as well as district standards. Site administrators serve as Supervisors for all District Interns. As one of their duties, they supervise and evaluate each intern assigned to his/her school. Candidates selected for this program pursue a Multiple Subject Professional Clear Credential with the BCLAD emphasis or a basic Multiple Subject Professional Clear with the CLAD added at a later date. The Long Beach DBI/DI Program was developed in consultation with Institutions of Higher Education, the Office of Curriculum, and Human Resource Services.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The quality of instruction and content matter continues to be a critical element for the success of the interns and the program. The DBI/DI Program has consistently responded to critical feedback in order to improve both of these areas. As a result, changes were made in order to improve the quality of the Pre-Service training. Reclassified Pre-Intern participants receive differentiated instruction during their Pre-Service. This allows for more in-depth training for the interns and less duplication of content. In addition, in keeping with the district's overall plan to have all teachers trained in the Essential Elements of Effective Instruction, the District Bilingual Intern/District Intern Pre-Service instructional program embedded elements of EEEI. The rationale for starting at the Pre-Service level was to better prepare interns, from the beginning, to understand and utilize appropriate strategies that are essential for effective instruction.

**Institution/Program:** Long Beach 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[lbusd.k12.ca.us](http://lbusd.k12.ca.us)

**Institution/Program: Long Beach USD**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26		26
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	26		26

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>0</b>	<b>0</b>	<b>26</b>
In Academic Positions with Rights and Responsibilities	0	0	26
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>0</b>
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 :1	0 :1	1 :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: Long Beach USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Long Beach 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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>26</b>	<b>26</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	26	26	100%	100%
Aggregate	26	26	100%	100%
Professional Knowledge/Pedagogy				
RICA	25	25	100%	98%
Aggregate	25	25	100%	98%

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

**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 2001-2002 (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:

The Los Angeles Unified School District elected to participate in the District Intern Program as an alternate form of teacher preparation because of the continuing shortage of fully qualified teachers in certain subject areas and with recognition that colleges and universities are currently unable, for several reasons, to produce the numbers of teachers needed to meet our staffing needs. 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
- \*\*Cognizant of each individual student's strengths, abilities, and needs
- \*\*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 2001-2002

It has been the aim of the Los Angeles Unified School District 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 District has continued to review the program in an effort to improve and address District staffing needs. The program has been updated each year to include the newest strategies, teaching techniques and research on Cognitive Learning Theory. These modifications are made to ensure that the teachers participating in this program receive cutting-edge training that is aligned with the most current research and legislative mandates.

Interns participate in a two or three year training program that is delivered through a professional development model and includes classroom lectures, observations, development of lessons, development and maintenance of portfolios and journals, projects, discussions and discussion groups, and development of thematic units. The participants are grouped in grade-level or task-specific groups/cohorts and are supported by their class instructors, mentors, site administrators, buddy teachers, start-up coaches and their peers, in collegian groups.

**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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.teachinla.com](http://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 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	757	0	757
Single Subject Candidates	188	0	188
Education Specialist Candidates	50	0	50
Totals	995	0	995

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	757	0	757
Single Subject Candidates	188	0	188
Education Specialist Candidates	50	0	50
Totals	995	0	995

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>0</b>	<b>0</b>	<b>757</b>
In Academic Positions with Rights and Responsibilities	0	0	757
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	<b>0</b>	<b>0</b>	<b>188</b>
In Academic Positions with Rights and Responsibilities	0	0	188
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>50</b>
In Academic Positions with Rights and Responsibilities	0	0	50
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	1 :1
Single Subject Programs	:1	:1	1 :1
Education Specialist Programs	: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: Los Angeles USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	N/A	N/A	N/A
Single Subject Programs	N/A	N/A	0
Education Specialist Programs	N/A	N/A	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

**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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>432</b>	<b>430</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	432	432	100%	100%
Aggregate	432	432	100%	100%
Professional Knowledge/Pedagogy				
RICA	345	343	99%	98%
Aggregate	345	343	99%	98%
Academic Content Areas				
English SSAT (01)	55	55	100%	99%
Praxis II English	52	52	100%	99%
Math SSAT (02)	9	--	--	99%
Math Praxis II (0063 + 0064)	9	--	--	98%
Biology SSAT (04 + 05)	4	--	--	98%
Biology Praxis II (0233 + 0433)	4	--	--	98%
Science Praxis Test II	1	--	--	100%
Chemistry SSAT (04 + 06)	4	--	--	100%
Chemistry Praxis II (0242 + 0433)	4	--	--	100%
Geoscience SSAT (04 + 07)	1	--	--	96%
Physics SSAT (04 + 08)	1	--	--	100%
Physics Praxis II (0262 + 0433)	1	--	--	95%
Aggregate	74	74	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	341	341	100%	100%
Aggregate	341	341	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Ontario-Montclair USD**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

The Ontario-Montclair School District (OMSD) Intern Academy is an alternative way to earn a California teaching credential. At the end of the two-year program, candidates who have successfully completed all requirements, exams and course work are recommended to the California Commission on Teacher Credentialing for a Professional Clear Multiple Subjects Credential by the Board of Trustees.

The mission of OMSD is to guarantee all students a quality education through a commitment to excellence. The OMSD Intern Program strives to recruit, educate, and certify teachers who can effectively meet the needs of ever-changing culturally and linguistically diverse populations. Participants acquire the knowledge, skills and professional attributes, to satisfy credentialing requirements, through an integrated collegial support system, which reflects a balance between theoretical and practical aspects of teaching.

The district is the second largest elementary district in California with 27,400+ students. Each year the enrollment increases approximately 500 hundred students. Ethnicity includes: American Indian, Asian, Pacific Islander, Filipino, Hispanic, Black and White with 53% classified as limited English proficient.

The OMSD Intern academy was fully accredited by CCTC in January, 2001. This affordable alternative credentialing route is for teachers who desire a different way to become an effective teacher. Interns have the opportunity to apply what they learn as they learn instead of waiting until the completion of their program.

Interns are hired and responsible for multiple subjects, self contained teaching assignments. Interns who are

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

"Pre-Service: Intro to the Teaching and Learning Process" consists of 60 hrs coursework and 60 hrs of supervised fieldwork with a goal to provide interns with pedagogical knowledge and skills needed to begin teaching. Coursework is a balance of theory and application. Field experiences is done with effective master teachers, observing and becoming familiar with curriculum, participating in assessing student work and assuming responsibility for as much of the teaching as possible. Master teachers provide feedback and coaching. Upon successful completion of Pre-Service, interns begin the fully accredited two-year teacher credentialing program.

The program consists of 32 semester units of coursework composed of pedagogical knowledge, skills, and strategies necessary to meet the needs of all students. The program is aligned with the California Standards for the Teaching Profession. Interns earn 10 semester units, "Practice in Teaching" activities, applying concepts and skills addressed in the coursework. All instructors possess appropriate qualifications for the courses they teach.

A system of support is provided: master teachers, support providers, assessment coaches and instructors.

Interns create a portfolio, integrating theoretical and pedagogical concepts introduced in courses. The interns portfolio serves as record of progress in Academy coursework, in meeting the CCTC Credential Standards and Teacher Performance Expectations. It also provides the structure for the "Practice in Teaching" course requirements.

**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 2001-2002**

Ontario-Montclair School District Intern Academy spent the academic year 2001-2002 re-writing the entire program to meet the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. On August 19, 2002, the committee on Accrediation, on behalf of the California Commission on Teacher Credentialing (CCTC), granted initial accreditation to the Ontario-Montclair Multiple Subject Internship Credential Program.

On the same day, August 19, 2002, the Committee on Accrediation, on behalf of the California commission on Teacher Credentialing, granted approval to Ontario-Montclair School District Intern Academy for teaching English Language learners submitted by the program pursuant to AB 1059 (Ducheny).

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.omsd.k12.ca.us](http://www.omsd.k12.ca.us)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	80		80
Single Subject Candidates			
Education Specialist Candidates			
Totals	80		80

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	80		80
Single Subject Candidates			
Education Specialist Candidates			
Totals	80		80

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

Number of Supervising Teachers During 2001-2002  
(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			2
In Non-Academic Positions without Rights and Responsibilities			2
Single Subject Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	33 :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 USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Ontario-Montclair 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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>23</b>	<b>23</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	22	22	100%	100%
Aggregate	22	22	100%	100%
Professional Knowledge/Pedagogy				
RICA	23	23	100%	98%
Aggregate	23	23	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	16	16	100%	100%
Aggregate	16	16	100%	100%

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

**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 2001-2002 (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 Multiple Subject Credential program. The program's mission is to educate novice teachers to become reflective practitioners committed to continual professional growth and the integration of current theory and best practices to foster the academic, social, and emotional development of all their students. Intern teachers are supported and instructed by a community of professional educators including course instructors, practicum supervisors, an academic advisor, a school-based peer coach, a principal, and a district human resource administrator. The program's clientele is mainly from traditionally underrepresented groups in the teaching profession such as Latinos and males.

The intern teachers join a cohort taking coursework together over four semesters and one summer session. 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 California Standards for the Teaching Profession 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) and three CLAD (Crosscultural, Language, and Academic Development) exams to qualify for CLAD certification.

Consortium school districts accept course credit toward salary increments and invests in the intern teacher by providing a financial contribution for the peer coach compensation and six release days over the two-year period to observe exemplary teaching and to prepare their professional portfolio.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The Orange County Department of Education District Intern Program strives to be a client-centered credential program. The coursework and supervision are specifically designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. The program is small and can customize the support to meet the individual needs of our teacher clients. This includes adjusting the schedule to meet the demands of working teachers and flexing with 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 and tutorial reviews 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. The advisor works with the practicum supervisor, peer coach, school principal, and human resource administrator as a team. When needed, the team assembles to discuss the progress and challenges facing the intern teacher and facilitates any interventions and individualized response to the situation.

The program's faculty, which are all part-time employees, consists of a blend of practitioners, 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 adjunct faculty contributes the depth and breadth of the theoretical knowledge base and a research-oriented perspective.

**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 2001-2002

The program evaluation study by the external evaluator will be continued with program completers.

The new standards-based program will be implemented in fall 2003.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.ocde.k12.ca.us/opportunityknocks/institute4.html](http://www.ocde.k12.ca.us/opportunityknocks/institute4.html)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	0	34
Single Subject Candidates			
Education Specialist Candidates			
Totals	34	0	34

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	0	34
Single Subject Candidates			
Education Specialist Candidates			
Totals	34	0	34

<b>Institution/Program: Orange County Consortium District Intern Program</b>
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**Part B (continued): Quantitative Information about Each Teacher Preparation Program**

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			<b>22</b>
In Academic Positions with Rights and Responsibilities			11
In Non-Academic Positions without Rights and Responsibilities			11
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 :1	:1	10 :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: 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 2001-2002

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

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>17</b>	<b>17</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	17	17	100%	100%
Aggregate	17	17	100%	100%
Professional Knowledge/Pedagogy				
RICA	17	17	100%	98%
Aggregate	17	17	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	17	17	100%	100%
Aggregate	17	17	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project IMPACT - San Joaquin County Office of**

## 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 35 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 or pre-intern to more than 100 within a district. IMPACT provides training for both multiple and single subject 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. IMPACT has also attracted a large population of under-represented minority candidates, as well as a higher proportion of men interested in teaching elementary school. All 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, individualized coaching and extensive coursework. They participate in 120 hours of preservice training prior to their internship. Concurrent with their teaching assignment, candidates attend 6 semesters of coursework (approximately 350 hours). They are observed and coached by a supervisor a minimum of 20 times their first year; ten times their second year. Additionally, they are supported by an on-site peer, and placed in cohort groups with other interns.

Interns within the Project IMPACT program become excellent teachers for the diverse students living in our

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

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 commitment 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 approximately 350 hours of coursework concurrent with their classroom assignment.

**Institution/Program:** **Project IMPACT - San Joaquin County Office of**

**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 2001-2002

Project IMPACT has met and been approved under SB2042 for multiple and single subject teacher preparation.

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

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	183		183
Single Subject Candidates	44		44
Education Specialist Candidates			
Totals	227		227

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	183		183
Single Subject Candidates	44		44
Education Specialist Candidates			
Totals	227		227

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			<b>29</b>
In Academic Positions with Rights and Responsibilities			29
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			<b>15</b>
In Academic Positions with Rights and Responsibilities			15
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	20 :1
Single Subject Programs	:1	:1	22 :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: Project IMPACT - San Joaquin County Office of**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: Project IMPACT - San Joaquin County Office of**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>48</b>	<b>47</b>	<b>98%</b>	<b>98%</b>
Basic Skills				
CBEST	48	48	100%	100%
Aggregate	48	48	100%	100%
Professional Knowledge/Pedagogy				
RICA	31	30	97%	98%
Aggregate	31	30	97%	98%
Academic Content Areas				
Art SSAT (12)	1	--	--	97%
Art Praxis II (0131 + 0132)	1	--	--	100%
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Math SSAT (02)	1	--	--	99%
Math Praxis II (0063 + 0064)	1	--	--	98%
Biology SSAT (04 + 05)	2	--	--	98%
Biology Praxis II (0233 + 0433)	2	--	--	98%
Aggregate	8	--	--	97%
Other Content Areas				
MSAT (0140 + 0151)	20	20	100%	100%
Home Economics SSAT (17)	1	--	--	95%
Aggregate	21	21	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project Pipeline**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

Project Pipeline's mission is to provide eligible individuals an affordable and convenient way to earn a California teaching credential.

Project Pipeline serves as a means for school districts to develop their teacher pool by allowing eligible individuals to become teacher interns, and earn at least a first year teacher salary, as they learn required credentialing coursework and gain on-the-job experience through T.E.A.C.H. (Teacher Education Alternative Certification and Hiring) the collaborative district intern program.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

Project Pipeline is a two-year teacher credentialing program that allows the participant to teach full-time at one of twenty-four participating school districts in either Sacramento, Alameda or Contra Costa counties. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science and English as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses in the evening and weekends and are taught by well-regarded professors and practitioners active in the field of 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 a California Professional Clear single or multiple subject teaching credential (awarded by the California Commission on Teacher Credentialing). The program qualities are: 1) Ninety-five percent of the participants remain in the classroom after five years, mostly in the urban city school to which they were originally assigned; 2) There is a strong advocacy from the staff, instructors and supervisors for the new teachers to succeed; 3) Structured teaching practices are deemed essential in Project Pipeline for preparation of new teachers; 4) The students are cohorted together for the entire two year program. They work together in teams and gain guidance from each other; 5) Mentoring is actively practiced through all the levels of Project Pipeline. The staff have strong people skills and are encouraged to bring out the best attitudes from the intern teachers.

**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 2001-2002**

Project Pipeline continues to ensure a quality education for its candidates while focusing on future changes due to SB 2042. While Project Pipeline has always placed specific emphasis on the California Standards for the Teaching Profession, all curriculum syllabi were reviewed and revised in order to ensure consistency in teaching to the California Standards within each of the three TEACH centers. In addition, new courses have been included in the curriculum such as multiple subject courses in Visual and Performing Arts and Physical Education and single subject content specific seminars. One exciting supplement to Project Pipeline's curriculum is an Exit Portfolio which is a culmination of work completed by each candidate while in the TEACH program. This portfolio must be presented to a panel of peers prior to completing the program.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[www.projectpipeline.org](http://www.projectpipeline.org)

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	72	0	72
Single Subject Candidates	63	0	63
Education Specialist Candidates	0	0	0
Totals	135	0	135

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2001-2002

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	72		72
Single Subject Candidates	63		63
Education Specialist Candidates	0		0
Totals	135		135

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	<b>0</b>	<b>0</b>	<b>10</b>
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	7
Single Subject Programs	<b>0</b>	<b>0</b>	<b>10</b>
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	7
Education Specialist Programs	<b>0</b>	<b>0</b>	<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 :1	0 :1	16 :1
Single Subject Programs	0 :1	0 :1	16 :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: Project Pipeline**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist 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 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>51</b>	<b>51</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	51	51	100%	100%
Aggregate	51	51	100%	100%
Professional Knowledge/Pedagogy				
RICA	27	27	100%	98%
Aggregate	27	27	100%	98%
Academic Content Areas				
English SSAT (01)	4	--	--	99%
Praxis II English	4	--	--	99%
Math SSAT (02)	2	--	--	99%
Math Praxis II (0063 + 0064)	2	--	--	98%
Biology SSAT (04 + 05)	3	--	--	98%
Biology Praxis II (0233 + 0433)	3	--	--	98%
Chemistry SSAT (04 + 06)	1	--	--	100%
Chemistry Praxis II (0242 + 0433)	1	--	--	100%
Social Science SSAT (03)	1	--	--	99%
Soc. Studies Praxis II (0082 + 0083)	1	--	--	96%
Aggregate	11	11	100%	97%
Other Content Areas				
MSAT (0140 + 0151)	18	18	100%	100%
Home Economics SSAT (17)	1	--	--	95%
Aggregate	19	19	100%	100%

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

**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 2001-2002 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **San Diego City USD**

## Part A: Optional Qualitative Information about Each Teacher Preparation Program

### Institutional Mission and Context for Teacher Preparation Programs:

San Diego City Schools Elementary Bilingual District Intern Program is an alternative certification program for the training of elementary bilingual English-Spanish speaking teachers.

Bilingual candidates, who are selected for the Elementary Bilingual District Intern Program, have an opportunity to earn full-time salaries and benefits as elementary teachers in bilingual classrooms while pursuing a district sponsored, two-year professional development plan.

Upon completion of the two-year professional development plan, the district recommends the intern graduate for a California Multiple Subjects Credential with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

### Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2001-2002

The Bilingual District Intern Program provides support for the intern teachers in the following ways:

1. The intern candidates participate in 212-hour Preservice during the months of June and August, prior to their classroom assignment. This intensive training includes 112 hours of training and a three-week, 100-hour bilingual classroom practicum with a permanent, experienced bilingual teacher. The cooperating teacher observes lessons and provides immediate feedback for the intern.
2. The interns enter the intern program as a cohort, and remain as a cohort in the program for the duration of five semesters. The cohort meets weekly during the coursework. Weekly seminar time is used for problem-solving, portfolio assignments and program updates.
3. Interns attend classes weekly for five semesters in order to earn district credit.
4. San Diego City Schools releases full-time classroom teachers to assist and coach the interns. The ratio of support provider to intern is 1:5 in the first year of the program, and 1:8 in the second year. Support providers observe instruction and give immediate feedback to the interns in order to improve their practice. Student work is analyzed with the support provider and instruction is modified to meet the learners' needs. This relationship changes in the second year of the internship as the support provider serves as an advisor during the professional portfolio development process. As a teacher peer, the support provider discusses and reflects with the intern, their professional goals, strengths and areas for improvement.

**Institution/Program:** **San Diego City 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 2001-2002

For Further Information Regarding the Teacher Preparation Program, visit the program website at:  
[internprograms@mail.sandi.net](mailto:internprograms@mail.sandi.net)

**Institution/Program: San Diego City USD**

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
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	0		0
Education Specialist Candidates	0		0
Totals	74		74

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

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

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			<b>12</b>
In Academic Positions with Rights and Responsibilities			12
In Non-Academic Positions without Rights and Responsibilities			0
Single Subject Programs			<b>0</b>
In Academic Positions with Rights and Responsibilities			0
In Non-Academic Positions without Rights and Responsibilities			0
Education Specialist Programs			<b>0</b>
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 2001-2002\*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	6 :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: San Diego City USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	4	25	100
Single Subject Programs	n/a	n/a	0
Education Specialist Programs	n/a	n/a	0

Duration of Required Candidate Participation in Intern Programs in 2001-2002

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	n/a
Education Specialist Programs	n/a

**Institution/Program: San Diego City 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 2001-2002**

<b>Test Field/Category</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>	<b>Statewide Pass Rate</b>
<b>Summary Totals and Pass Rate</b>	<b>31</b>	<b>31</b>	<b>100%</b>	<b>98%</b>
Basic Skills				
CBEST	31	31	100%	100%
Aggregate	31	31	100%	100%
Professional Knowledge/Pedagogy				
RICA	31	31	100%	98%
Aggregate	31	31	100%	98%
Other Content Areas				
MSAT (0140 + 0151)	20	20	100%	100%
Aggregate	20	20	100%	100%

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

**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 2001-2002  
(Annual Report Pursuant to Federal HEA, Title II, Section 207)**

**Institution/Program: CCTC Alternative Certification Programs (SB57)**

**Part A: Optional Qualitative Information about Each Teacher Preparation Program**

Institutional Mission and Context for Teacher Preparation Programs:

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates  
During 2001-2002

**Institution/Program: CCTC Alternative Certification Programs (SB57)**

**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 2001-2002

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

**Part B: Quantitative Information about Each Teacher Preparation Program**

Number of Candidates Who Completed One or More Courses During 2001-2002  
in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching  
During 2001-2002

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

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

Number of Supervising Teachers During 2001-2002  
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2001-2002\*

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2001-2002

	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 2001-2002

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

**Institution/Program: CCTC Alternative Certification Programs (SB57)**

**Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2001-2002**

Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
<b>Summary Totals and Pass Rate</b>	<b>33</b>	<b>33</b>	<b>100%</b>	<b>N/A</b>
Basic Skills				
CBEST	33	33	100%	N/A
Aggregate	33	33	100%	N/A
Professional Knowledge/Pedagogy				
RICA	9	--	--	N/A
Aggregate	9	--	--	N/A
Academic Content Areas				
Art SSAT (12)	1	--	--	N/A
Art Praxis II (0131 + 0132)	1	--	--	N/A
English SSAT (01)	5	--	--	N/A
Praxis II English	4	--	--	N/A
French SSAT (11)	1	--	--	N/A
French: Skills Praxis II (0171)	1	--	--	N/A
French: Analysis Praxis II (0172)	1	--	--	N/A
Math SSAT (02)	1	--	--	N/A
Math Praxis II (0063 + 0064)	1	--	--	N/A
Biology SSAT (04 + 05)	1	--	--	N/A
Biology Praxis II (0233 + 0433)	1	--	--	N/A
Aggregate	9	--	--	N/A
Other Content Areas				
MSAT (0140 + 0151)	8	--	--	N/A
Health Science SSAT (16)	2	--	--	N/A
Physical Education SSAT (09)	2	--	--	N/A
Phys. Educ. Praxis Test II	2	--	--	N/A
Aggregate	12	12	100%	N/A

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

**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.