California Commission on Teacher Credentialing
Annual Report on
California Teacher Preparation Programs
Academic Year: 2002-03

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic Year: 2002-03

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 2002-2003 state reports to the Secretary are due on October 7, 2004. The Commission received the institutional report card data from teacher preparation programs on or before April 7, 2004.

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 President Clinton 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 2004 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 months 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*

Lawrence Madkins, Chair
Teacher

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Kristin Beckner
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California Postsecondary Education Commission

Athena Waite
Regents, University of California

Karen Symms Gallagher
Association of Independent California Colleges and Universities

**As of September 2004, there are seven vacancies on the Commission*

The California Context

In recent years, education in California has undergone a number of important changes. 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 decade, California's K-12 population has soared and with that explosive growth came the need for more highly qualified teachers. Policymakers and educators sought to address California's significant teacher shortage challenge by enacting a number of new programs to encourage individuals from all backgrounds to consider teaching in California's public schools. A number of recruitment programs were funded and unnecessary barriers to teaching were lowered by enacting multiple routes to the teaching profession, including internships and examination routes. 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.

Of equal, if not of greater concern, to policymakers and educators were issues of quality. New academic content standards for K-12 students were adopted that better reflected what students should know and be able to do at each grade level in each content area, and new statewide assessments that are aligned with these standards were developed and began being implemented to better understand what students, in fact, do know. Class sizes in the critical K-3 grades continued to be funded to encourage a 20:1 student to teacher ratio. Alongside reforms in K-12 education came, arguably, the most comprehensive reform in educator preparation. Subject matter preparation standards for prospective teachers and teacher preparation standards were aligned with what is expected be taught in the public schools and those in the core subject areas are in full implementation. A learning-to-teach continuum model that recognizes the importance of and interconnectedness of sufficient subject matter preparation, adequate instruction in effective pedagogy, and a strong system of mentoring and formative assessment, or induction, in those critical first two years of teaching, are the basis of California's approach to ensuring high quality teaching. Significant resources were provided to professional development programs for both teachers and administrators throughout California to focus greater attention on increasing student achievement at all levels.

However, California has worked hard to maintain its progress in improving teacher quality and student achievement despite the most dire fiscal situation in state history. The state's economy has continued to struggle leaving the state and local school district facing significant fiscal constraints in which to address the needs of a growing population. With projections of an unprecedented deficit well into the double digits, California's political infrastructure experienced a historic recall election of its governor in 2003, and the election of a new governor who, together with the Legislature, has begun to take steps intended to bring stability to the state's serious fiscal situation. Some of the educational programs implemented in recent years have been eliminated or reduced while discussions about finding resources to support other programs continue. The first serious debate about restructuring California's complicated fiscal infrastructure for K-12 funding has sparked numerous promising proposals.

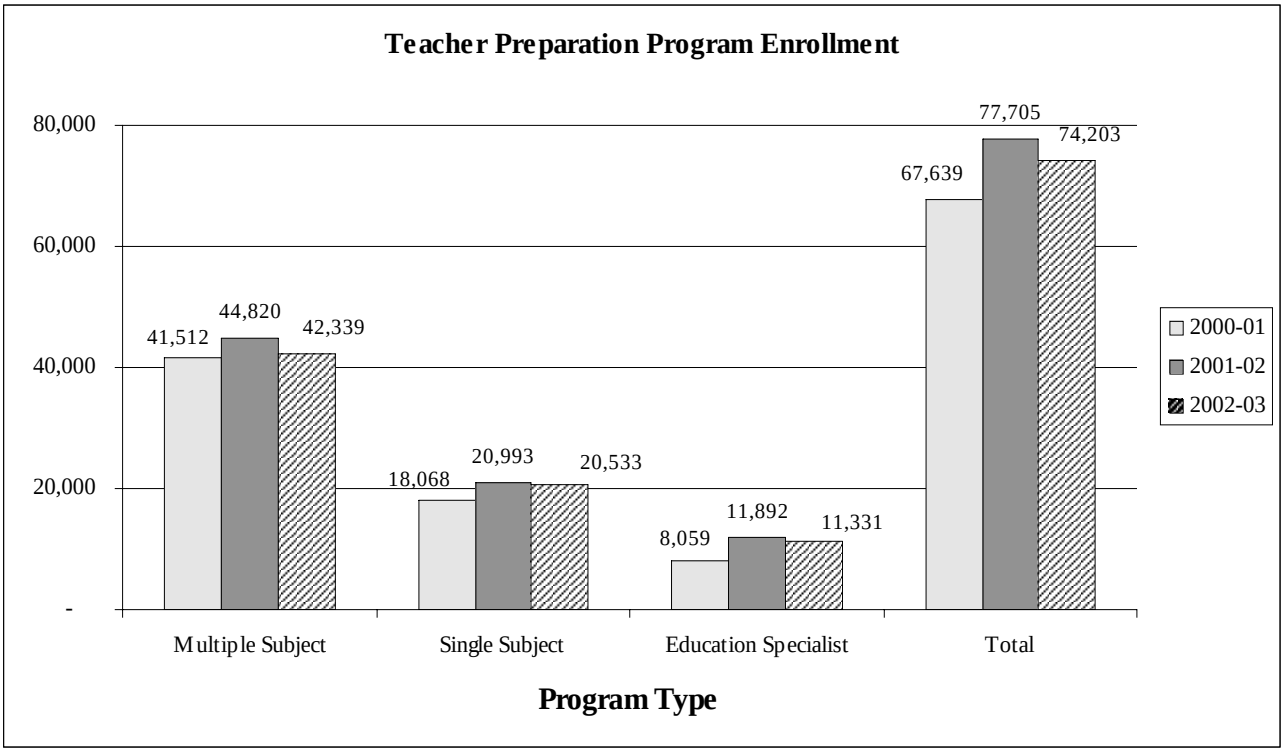
The state's policymakers continue to attempt to address these very difficult statewide issues against a backdrop of continued change at the local level. During the 2002-2003 school year, the California Department of Education reports that there were more than 6.2 million children enrolled in California's 9,087 public schools.[1] 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.

According to the California Department of Education, approximately 45.2% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 33.7% are white, 11.3% are Asian, Filipino or Pacific Islander, 8.3% are African American, and almost 1% are Native Americans. Together, these students speak more than 56 different languages and more than 25%, or 1.6 million, are English language learners. Nearly 70 percent of English learners are enrolled in the state's elementary grades, kindergarten through sixth. The diversity in languages and learners has created a need for teachers who possess a flexible and deep knowledge about the subjects they teach and an ability to adapt instructional strategies to meet student needs.

Enrollment in Teacher Education

California's numerous efforts to train a sufficient number of teachers to educate the state's growing K-12 student population resulted in a significant increase in enrollment in teacher preparation programs. During the first three years of Title II reporting beginning with the academic year 1999-2000, enrollment in teacher preparation programs increased by 47% to a total of 77,705 in 2001-02. However, Title II data for academic year 2002-03 indicates a decline in enrollment from 2001-02 to 2002-03. The following chart illustrates the decline in the numbers of prospective teachers enrolled in teacher preparation programs in California.

[1] *Fact Book 2004 Handbook of Education Information*, California Department of Education, 2004



As the chart below indicates, total enrollment declined by 4.5 percent, and enrollment declined across all three credentialing areas between 2001-02 and 2002-03.

	2000-2001	2001-02	2002-03	One year Change
Multiple Subject	41,512	44,820	42,339	-5.5
Single Subject	18,068	20,993	20,533	-2.2
Education Specialist	8,059	11,892	11,331	-4.7
Total	67,639	77,705	74,203	-4.5

Implementation of the No Child Left Behind Act

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 California Commission on Teacher Credentialing continue to work cooperatively to align state regulations and certification requirements and with the requirements of NCLB. Where appropriate for Title II purposes, this report discusses some of those efforts.

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); the California Subject Examination for Teachers (CSET): Multiple Subjects; Praxis, Single Subject Assessments for Teaching (S S A T), and California Subject Examination for Teachers (CSET) in the areas of English, mathematics, social science, biological science, chemistry, geoscience, and physics; Praxis and Single Subject Assessments for Teaching (S S A T) in the areas of agriculture, art, business, health, home economics, industrial and technology education, languages other than English, music, and physical education.
  - Third year updated pass rate information for the 1999-2000 cohort.
- ✓ Copies of institutional report cards that were submitted in April 2004. 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 2002-2003 reporting period; and
  - Pass rate data for all assessments used by the state for initial credentialing.
  - Third year updated pass rate information for 1999-2000 cohort.

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 teaching credential structure emphasizes both content knowledge and pedagogical competence. Candidates pursuing a multiple subject, single subject, or education specialist credential must hold a bachelor's degree in a subject other than education from a regionally accredited college or university and demonstrate academic preparation in the subject matter in which they teach. Candidates must also acquire pedagogy by completing 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 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.

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	

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 3% 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 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:

Type A (Level I)	Type B (Level II)
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

California Type A (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 a credential under the Ryan Act versus those who pursue the new SB 2042 credential. For Ryan candidates these requirements are: 1) a 5th 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. Ryan candidates who received their preliminary credential on or after January 1, 1999 also have the option of completing a Commission-approved induction program as a pathway to the professional clear credential. 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;
- a Commission-approved induction program offered by a school district, county office or consortia; or
- a Beginning Teacher Support and Assessment (BTSA) Program that meets the pre-SB 2042 standards and coursework satisfying the heath education, special education, advanced computer technology, and English language learner requirements (AB 1059).
- a Commission-approved fifth year of study and advanced coursework.

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, if an induction program is not available, the candidate may obtain a professional clear credential by completing the equivalent of one academic year of 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. AB 2210 (Liu, Chapter 343, Statutes of 2004), signed by the Governor on August 29, 2004, clarifies induction as the preferred route to the professional clear credential and requires that the Commission adopt regulations to implement the provisions of the law.

National Board Certification is accepted as one pathway to the professional clear credential for both single subject and multiple subject candidates.

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 and 90 days of related experience.

A more comprehensive list of the credential requirements established by the Commission for the multiple subject, single subject, and education specialist credentials is included in Table 1 on the following page.[2]

Because this report is for the reporting period 2002-03, some candidates were subject to the requirements for obtaining a professional clear multiple or single subject credential under the provisions of the Ryan Act, while others would fall under the new SB 2042 requirements. As such, the chart includes the requirements under for both Ryan and SB 2042.

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

Table 1: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials, 2002-03

PRELIMINARY		PROFESSIONAL CLEAR	
Document Name	Requirements	Document Name	Requirements
Preliminary Multiple Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program;* • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational level course in computer technology in educational settings.	**Professional Clear Multiple Subject Teaching Credential**	*<u>Ryan Candidates</u>* All the requirements for the Preliminary Multiple Subject Teaching Credential and one of the following options: *Option 1:* ▪ Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; ▪ Completion of course in health education; ▪ Completion of a course in Special Education; ▪ Completion of a course in advanced computer technology in educational setting; and ▪ Beginning 7/1/05, completion of an advanced coursework for teaching English Learners. *Option 2:* Completion of a Commission-approved professional teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option available to only those with preliminary credentials issued on or after 1/1/99). *<u>SB 2042 Candidates</u>*: Have completed requirements for and been awarded the five-year preliminary credential and: *Option 1:* Completion of a Commission-approved professional teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners. *Option 2:* Completion of a fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners. *<u>Ryan and SB 2042 Candidates</u>* Those certified by the National Board of Professional Teaching Standards in either Early Childhood, Middle Childhood, or Early Adolescence may be awarded the Professional Clear Credential.
Preliminary	• A baccalaureate or higher degree in a content area	**Professional**	*<u>Ryan Candidates</u>*

PRELIMINARY		PROFESSIONAL CLEAR	
Document Name	Requirements	Document Name	Requirements
Single Subject Teaching Credential	other than education from a regionally accredited college or university; • Verification of subject matter competence (in the teaching authorization) by the passage of a subject-matter examination or completion of a Commission approved subject-matter program (for specialized science only, passage of appropriate examination or by verification of completion of subject matter coursework from CTC) ; • Completion of a professional teacher preparation program including student teaching <u>and</u> formal recommendation by the program sponsor; • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • Completion of a foundational level course in computer technology in educational settings.	**Clear Single Subject Teaching Credential**	All the requirements for the Preliminary Single Subject Teaching Credential and one of the following options: *Option 1:* • Completion of a 5th year of study and recommendation by a California teacher preparation program sponsor with a Commission-accredited program; • Successful completion of course in health education; • Successful completion of a course in Special Education; • Successful completion of a course in advanced computer technology in educational settings; and ▪ Beginning 7/1/05, completion of an advanced coursework for teaching English Learners. *Option 2.* Completion of a Commission-approved professional teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners ((option available to only those with preliminary credentials issued on or after 1/1/99). *<u>SB 2042 Candidates</u>* Have completed requirements for and been awarded the five-year preliminary credential and: *Option 1:* Completion of a Commission-approved professional teacher induction program which includes the advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners. *Option 2:* Completion of a fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation. Must verify completion of advanced coursework in all of the following: health education, special populations, computer technology, and teaching English Learners. *<u>Ryan and SB 2042 Candidates:</u>* Those who become certified by the National Board of Professional Teaching Standards may be awarded the Professional Clear Credential in the subject area in which they have received national certification provided it is a subject in which CTC issue credentials.
Preliminary Level I Education	• A baccalaureate or higher degree from a regionally accredited college or university; • Verification of subject matter competence by the	**Professional Clear Level II Education**	All the requirements for the Preliminary Level I Education Specialist Teaching Credential *and* ▪ Completion of an individualized induction plan;

PRELIMINARY		PROFESSIONAL CLEAR	
Document Name	Requirements	Document Name	Requirements
Specialist Instruction Credential	passage of a subject-matter examination or completion of a Commission approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching <u>and</u> formal recommendation by the program sponsor • Passage of the California Basic Educational Skills Test (CBEST); • Completion of a comprehensive reading instruction course; • Passage of the Reading Instruction Competence Assessment (RICA); • Completion of a course or passage of an exam on the provisions and principles of the United States Constitution; and • An offer of employment from a local education agency.	**Specialist Instruction Credential**	▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-accredited program through which the individualized induction plan was completed.

Specific Assessment Requirements

California uses a variety of examinations to assess candidates' competencies in basic skills, subject matter proficiency, and professional knowledge. Over the past year, policy changes have been enacted related to the assessment of teacher candidates in California. As such, this section discusses (1) the assessment requirements for the reporting period 2002-03; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to alignment with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2002-03 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 multiple subject, single subject, and education specialist teacher candidates are required to pass basic skills assessment in order to obtain a preliminary or professional clear teaching credential. During the reporting period, California law required candidates to demonstrate subject matter knowledge by passage of a Commission-approved subject-matter assessment or by completing a Commission-approved subject-matter program of coursework in the field in which they will be teaching. Additionally, the State requires new Multiple Subject and Education Specialist Credential candidates to 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: • Math • Reading • Writing	41 in each of three sections (Scores as low as 37 are acceptable if the total score is at least 123)	20-80 for each section

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

Test Name	State Cut Score	Test Score Range
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

Since the Ryan Act of 1970, California has required candidates to be knowledgeable about the content area they will teach. However, passage of the No Child Left Behind Act has required that the Commission on Teacher credentialing and the State Board of Education work extensively to ensure California's compliance with the federal law. In particular, statewide policy changes related to the demonstration of subject matter competence were required and are currently being implemented 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 2002-03.

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 22 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 2002-03, 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 not acquired in a teacher preparation program. Approximately 56% of Multiple Subjects credential candidates and 42% of Single Subject credential candidates used the subject matter examination option to demonstrate subject matter expertise. All other candidates satisfied this requirement by completion of a Commission-approved subject matter program.

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

California Credentials Single Subject Matter Areas (2002-03)	
Multiple Subjects	Music
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)*
Languages other than English	Science: Physics
Mathematics	Science: Physics (Specialized)*
Foundational-Level Mathematics*	Social Science

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

Table 2-2 lists the examinations used in 2002-03 to verify subject matter competence for Multiple Subject Teaching Credentials, Single Subject Teaching Credentials, and Education Specialist Instruction Credentials. The table contains an exceptionally large number of examinations because it represents a period of significant transition for California to new examinations that are aligned to subject matter requirements and the K-12 student academic content standards. Some content areas require candidates to take more than one exam.

Table 2-2: Subject Matter Examinations for Preliminary Credentials (2002 through Fall 2004)
(The individual must pass all examinations within the appropriate box)

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential:*	MSAT: Content Knowledge MSAT: Content Area Exercises
	CSET Subtest I: Reading, Language, and Literature; History and Social Science CSET Subtest II: Science; Mathematics CSET Subtest III: Physical Education; Human Development; Visual and Performing Arts
Single Subject Credentials and Education Specialist Credential:	
Agriculture	S S A T Agriculture
Art****	S S A T Art Praxis II Art Making Praxis II Art: Content, Traditions, Criticisms and Aesthetics
	CSET Subtest I: Artistic Perception; Historical and Cultural Context of the Visual Arts; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications; History and Theories of Learning in Art
Business	S S A T Business
English*	S S A T Literature & English Language Praxis II English Language, Literature and Composition: Essays
	CSET Subtest I: Literature and Textual Analysis; Composition and Rhetoric CSET Subtest II: Language, Linguistics, and Literacy CSET Subtest III: Composition and Rhetoric; Literature and Textual Analysis CSET Subtest IV: Communications: Speech, Media, and Creative Performance
Health Science	S S A T Health Science
Home Economics	S S A T Home Economics
Industrial & Technology Education	S S A T Industrial and Technology Education
Languages Other than English	
- French****	S S A T French Praxis II French: Productive Language Skills Praxis II French: Linguistic Literary and Cultural Analysis
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- German***	S S A T German
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Japanese***	S S A T Japanese
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Korean***	S S A T Korean
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis

Table 2-2*: *Subject Matter Examinations for Preliminary Credentials* *(2002 through Fall 2004) ***(The individual must pass all examinations within the appropriate box)***	
Subject	**Examination Name**
	and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Mandarin***	S S A T Mandarin
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Punjabi***	S S A T Punjabi
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Russian***	S S A T Russian
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Spanish****	S S A T Spanish Praxis II Spanish: Productive Language Skills Praxis II Spanish: Linguistic, Literary and Cultural Analysis
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Vietnamese***	S S A T Vietnamese
	CSET Subtest I: General Linguistics; Linguistics of the Target Language CSET Subtest II: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
Mathematics*	S S A T Mathematics Praxis II Mathematics: Proofs, Models and Problems, Part 1 Praxis II Mathematics: Proofs, Models and Problems, Part 2
	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics CSET Subtest III: Calculus; History of Mathematics
Foundational-Level Mathematics**	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics
Music****	S S A T Music Praxis II Music: Concepts and Processes Praxis II Music: Analysis
	CSET Subtest I: Artistic Perception; Historical and Cultural Foundations; Aesthetic Valuing CSET Subtest II: Creative Expression; Connections, Relationships, and Applications CSET Subtest III: Music Methodology and Repertoire

***Table 2-2*: *Subject Matter Examinations for Preliminary Credentials* (2002 through Fall 2004)**
(The individual must pass all examinations within the appropriate box)

Subject	Examination Name
Physical Education****	S S A T Physical Education Praxis II PE: Movement Forms – Video Evaluation Praxis II PE: Movement Forms – Analysis & Design
	CSET Subtest I: Growth, Motor Development, and Motor Learning; Science of Human Movement CSET Subtest II: Sociology and Psychology of Human Movement; Movement Concepts and Forms; Assessment and Evaluation Principles CSET Subtest III: Professional Foundations; Integration of Concepts
Science:	
- Biological Science*	S S A T General Science S S A T Biology Praxis II Biology: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Biology
- Biological Science (Specialized) **	CSET Subtest III: Biology CSET Subtest IV: Biology
- Chemistry*	S S A T General Science S S A T Chemistry Praxis II Chemistry: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Chemistry
- Chemistry (Specialized)**	CSET Subtest III: Chemistry CSET Subtest IV: Chemistry
- Geosciences*	S S A T General Science S S A T Geoscience Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Earth and Planetary Science
- Geosciences (Specialized)**	CSET Subtest III: Earth and Planetary Science CSET Subtest IV: Earth and Planetary Science
- Physics*	S S A T General Science S S A T Physics Praxis II Physics: Content Essays Praxis II General Science: Content Essays
	CSET Subtest I: General Science CSET Subtest II: General Science CSET Subtest III: Physics
- Physics (Specialized)**	CSET Subtest III: Physics CSET Subtest IV: Physics
Social Science*	S S A T General Science S S A T Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials

Table 2-2*: *Subject Matter Examinations for Preliminary Credentials* *(2002 through Fall 2004) ***(The individual must pass all examinations within the appropriate box)***	
Subject	**Examination Name**
	CSET Subtest I: World History; Geography CSET Subtest II: U.S. History; Geography CSET Subtest III: Civics; Economics; California History

* For examinations in Multiple Subjects, English, Mathematics, Sciences, and Social Science, only MSAT, Praxis II, and S S A T scores obtained prior to June 30, 2003 may be used towards California certification. The CSETs in these areas were first administered on January 25, 2003.

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

*** For Foreign Language examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese,, only S S A T scores obtained prior to June 30, 2004 may be used towards California certification. The CSETs in these areas were first administered in fall 2004.

**** For examinations in Art, French, Music, Physical Education, and Spanish, only Praxis II and S S A T scores obtained prior to January 1, 2005 may be used towards California certification. The CSETs in these areas were first administered on September 18, 2004.

Acronyms:
MSAT: Multiple Subjects Assessment for Teachers
S S A T: Single Subject Assessments for Teaching
CSET: California Subject Examinations for Teachers

Performance Assessments

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 percent of candidates utilizes the video performance option when taking the RICA.

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

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.

The Commission has also developed 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 became available to teacher candidates in fall 2004.

Currently, new subject matter requirements and standards are being developed by the Commission in Agriculture, Business, Health Science, Home Economics, and Industrial and Technology Education. It is anticipated that the CSET examinations which reflect the new subject matter requirements and standards will be available in fall 2005.

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.

Statewide Policy Changes Related to the No Child Left Behind Act

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 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 a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, meet the subject matter requirement by passing a Commission-approved examination. This is currently the "California Subject Matter Examination for Teachers: Multiple Subjects (CSET)." 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 subject matter mastery.

Alignment of Standards and 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.[3] They are as follows:

[3] Information about the Commission's new standards may be found at www.ctc.ca.gov/profserv/progstan.html.

- *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.

In order to provide adequate time for program approval and implementation, the Commission authorized a two year transitional period from 2001 to 2003. During this period, all approved Elementary Subject Matter Preparation Programs and all accredited Multiple and Single Subject Teacher Preparation programs, including Blended Programs, as well as all existing Induction Programs were required to submit program documents to the Commission demonstrating how each program meets the applicable new standards under SB 2042. Each program was required to 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, Science, 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.

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.[4]

[4] A detailed description of the standards may found in the following documents:

The Commission expects institutions and districts preparing prospective teachers 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 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

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Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. California Commission on Teacher Credentialing. Available online at: 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

help students meet the K-12 standards, computer skills, students with special needs, and English learners.

In addition, in California, teachers of English 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. Pursuant to AB 1059 (Chapter 711, Ducheny, Statutes of 1999), all California Ryan Multiple and Single Subject Credential teacher preparation programs were required to satisfy a new standard established by the Commission for the preparation of teachers to serve English learners. These AB 1059 coursework requirements--and an English learner credential authorization--are embedded in Multiple and Single Subject programs that have received SB 2042 approval from the Commission on Teacher Credentialing For credential holders who did not take AB 1059/SB 2042 approved coursework, or who have not yet earned an equivalent authorization to teach English learners, the Crosscultural, Language, and Academic Development (CLAD) examination and course routes and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) examination route are available to these teachers. Pursuant to AB 1059 (Ducheny, 1999), the Commission is currently in the process of reviewing and updating the current CLAD examination and program routes for experienced teachers who have not earned a prior authorization to teach English learners.

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, Social Science, and English. In January 2004, the Commission adopted new subject matter requirements and standards in four additional subject areas – art, languages other than English, music, and physical education. The requirements for these eight subject matter areas are aligned with the state student content standards as well as standards established by national teacher associations in each subject area (i.e., National Council of Teachers of Mathematics, National Council for the Social Sciences, National Art Education Association, National Council of Teaching of Foreign Language.) The teacher certification standards for these subject areas have been completed and assessments for teacher candidates in those subject areas are now fully aligned with the new subject matter requirements. In addition, the Commission is currently developing new subject matter requirements and standards in five additional subject areas – agriculture, business, health science, home economics, and industrial and technology education. Fully aligned subject matter assessments in these areas are currently under development and are expected to be available to teacher candidates in the fall of 2005.

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.

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.[5]

Under SB 2042, the new two-tiered credentialing system includes a two-year induction period as a path to earn 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 clear 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 administered jointly by the Commission and the California Department of Education.

As of August 2004, the Commission had approved 149 BTSA programs as induction programs that are aligned with SB 2042 and the Commission's adopted standards for professional teacher induction programs. This represents all existing BTSA programs in California. The Commission will consider any new proposals for SB 2042 induction programs as they are submitted.

[5] Additional information about the *California Standards for the Teaching Profession* may be found at the following website: www.ctc.ca.gov/reports_on_line.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.[6]

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.

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

The California Standards Tests 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 for 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.

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

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2002-2003 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 87 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 2002-2003 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 1999-2000 year included as Appendix B.

Statewide Assessments used for Certification

In accordance with the federal reporting guidelines of the Higher Education Act, this report provides a ranking of institutions based on pass rates for the California Basic Educational Skills Test (CBEST), subject matter content examinations, and the Reading Instruction Competence Assessment (RICA). Table 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. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test 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 2002-03

Assessment Categories	**Examination Description**	**Who must take the examination(s)**	**When passage of the examination(s) is required**
Basic Skills	CBEST – the assessment of basic skills in reading, writing and math)	All multiple subject, single subject, and education specialist credential candidates	Before recommendation for the credential.
Professional Knowledge/Pedagogy	RICA – the assessment of the skills and knowledge necessary for the effective teaching of 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

* California Subject Examination for Teachers(CSET) available in these subject areas, effective January 25, 2003.

Institutional Pass-rate Data for Academic Year 2002-2003

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, Title II reporting requirements mandate that pass rate data for alternative routes to certification be reported separately from those of "traditional" programs. Pass rate information for programs with less than ten program completers is not included. The quartile rankings are based on the total number of "program completers" who took and passed the required examinations during the 2002-2003 academic year.

The procedures for developing the institutional rankings are explained in the National Center for Education Statistics manual entitled *Title II Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation.*[7] 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

[7] A copy of this guide is available on the following website: www.title2.org/guide.htm

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, and 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 C provide the necessary context for analyzing the merits and features of an individual teacher preparation program. Title II reporting requirements does not require quartile rankings for alternative route programs.

The overall summary pass rates for program sponsors for traditional teacher preparation programs for the 2002-2003 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 range from 72% to 100%. It is critical to note that pass rates at or near 100% are not uncommon as assessments used in the reporting are requirements for the credentialing of teachers, and "program completers" by definition have completed the academic coursework portion of their teacher preparation programs.

Pass rates for the RICA for traditional preparation programs range from 93% to 100%. Pass rates for the RICA for alternative routes to certification range from 65% 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.

Third-year Cohort Update

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

This reporting cycle is the first cycle for which this requirement is in effect. As such, Appendix B contains the third year cohort update for program completers in the academic year 1999-2000.

Statewide Certification Data for 2002-2003

27,136 Total number of persons who received initial certification or licensure in the state during the 2002-2003 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	16,192
Single Subject	7,968
Education Specialist	2,976

4,856 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2002-2003 academic year.

Credential Type	Number
Multiple Subject	2,210
Single Subject	2,161
Education Specialist	485

Assessing the Performance of Preparation Programs

Since the Ryan Act of 1970, the California Commission on Teacher Credentialing has been responsible for oversight of programs that prepare future educators. The form and substance of the Commission's system of oversight has changed substantially through the years. First established as a system of program approval conducted by staff and members of the Commission utilizing a detailed set of guidelines, the process evolved into an external assessment model that relied on K-12 professionals and parents of K-12 students using a discrepancy model to assess compliance with state adopted guidelines. Later the content of the guidelines shifted significantly towards broader issues of program quality. And finally, the current system of oversight was developed in the early 1990's with passage of SB 148 (Bergeson) and SB 655 (Bergeson) and adoption of the current accreditation policy document, *Educator Preparation for California 2000: The Accreditation Framework.*[8]

Since the adoption of the *Accreditation Framework* in 1993, the Commission has maintained 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's accreditation system holds *all* teacher preparation programs to the same standards of quality and effectiveness.

In December 2002, however, the Commission postponed all accreditation visits through June 2004 with the exception of those seeking initial accreditation and institutions seeking NCATE accreditation. In March 2004, the Commission extended this postponement through the 2004-05 state fiscal year. To a large measure, these actions were taken because all institutions offering educator preparation in California have recently completed an exhaustive review to ensure compliance with the new SB 2042 standards. These actions not only allowed institutions and program sponsors of educator preparation programs an opportunity to focus on implementing the new standards, but provided the Commission with much needed short-term budgetary relief during the most serious budget crisis ever encountered by the state. Perhaps most importantly, this postponement allowed the Commission to focus its limited resources on reviewing its current system of accreditation in light of new realities.

Beginning in January 2004, the Commission began a process of reviewing its existing system of accreditation. There are a number of reasons for this review. An independent evaluation of the accreditation system, mandated by California state law, had been completed in 2003 by the American Institutes for Research which contained findings and recommendations that needed consideration. In addition, it had been nearly a decade since adoption of the *Accreditation Framework* and thus, proved prudent for the Commission to review its policies and procedures. Additionally, since the adoption of the *Framework*, the policy environment related to accountability in education had changed significantly – both at the federal and state levels. It is anticipated that the current review of the Commission's accreditation system will be completed by summer 2005 at which time recommendations from the review panel will be considered by the Commission.

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[8] *Educator Preparation for California 2000: The Accreditation Framework* is available on line at www.ctc.ca.gov/coa/review/default.html.

This section of the report describes the Commission's current accountability system and the criteria and procedures used for assessing the performance of teacher preparation programs within the State. Currently, nearly all teacher preparation programs have been deemed to conform with the provisions of SB 2042 and 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 implemented criteria for assessing teacher preparation program performance that includes a set of required preconditions, including regional accreditation. The Commission additionally adopted a unitary accreditation system that holds 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.

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 the state's 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 educator 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.[9]

[9] Additional information about the Commission's standards for educator preparation programs may be found in the following documents: *Standards of Quality and Effectiveness for Multiple and Single Subject Credentials*, California Commission on Teacher Credentialing. Available online at www.ctc.ca.gov/profserv/progstan.html.

Accreditation Handbook, California Commission on Teacher Credentialing. Available online at: www.ctc.ca.gov/coa/review/default.html.

Alignment with National Standards

The Commission 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 normally scheduled every five to seven years and are conducted for the purpose of ensuring that institutions offering educator preparation programs meet established standards. In preparing for an accreditation visit, institutions receive technical assistance from Commission staff. Accreditation visits are conducted by review 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 have been identified. A probationary stipulation may require that severely deficient programs be discontinued. The institution may demonstrate quality and effectiveness in some of its credential programs and general operations, but the effectiveness is overshadowed by the identified areas of concern.

Denial of Accreditation – The institution has been found to routinely ignore or violate the Common Standards or Program Standards. The institution does not have minimal quality and effectiveness in its credential programs and operations and the level of the competence of the individuals being recommended for credentials is in serious question. The denial of accreditation results in the removal of the authority for operating credential programs in California.

Institutions accredited with 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 they have taken action to address the stipulations. 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

As previously discussed, the Commission is currently in the process of conducting a review of its existing accreditation policies and procedures to ensure that they provide the most efficient and effective means of ensuring quality in California teacher preparation programs. In January 2004, the Commission directed the Committee on Accreditation to consider options for conducting a review that would ensure that the process was open, inclusive, and transparent. In May 2004, the Committee on Accreditation submitted to the Commission for its consideration three potential options for moving forth with a review. At its May meeting, the Commission approved one of the options that called for the formation of an accreditation study work group comprised of various stakeholders representing higher education, alternative teacher education program sponsors, and K-12 administrators and educators. The review will take into account the following: issues raised by the Commission, stakeholders, and members of the general public regarding the current accreditation system; the current educational environment characterized by

a demand for greater accountability, including quantifiable indicators of program quality and effectiveness; current research and best practices in accreditation including greater emphasis on effectiveness and performance; the current standards-based approach to educator preparation and the learning to teach continuum as envisioned and implemented by SB 2042; and finally, a design concept that recognizes the fiscal environment in which the Commission and educational institutions must operate in California. Federal initiatives such as the No Child Left Behind Act and the upcoming reauthorization of the Higher Education Act, including the Ready to Teach Act, are also being taken into consideration in the review.

The review process is scheduled to be completed by early summer 2005 with any recommendations for changes to the system to be considered by the Commission during the summer of 2005. Any changes adopted by the Commission will be reported in the 2005 Title II report.

Waivers of State Certification Requirements

During the 2002-2003 academic year, there were over 305,000 teachers teaching in California's public schools.[10] 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 6.2 million school children. Both the rapidity of the growth and the size of the school age population, coupled with natural attrition in the profession and class size reduction initiatives, 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.

In recent years, California has made substantial progress in reducing the number public school teachers who are teaching with less than full certification. According to the Commission's *2002-03 Annual Report: Emergency Permits and Credential Waivers*, the number of emergency permits decreased by 7,509 or 25.8 percent in 2002-03.[11] It was the third consecutive year, since class size reduction was implemented in California in 1996, in which the total number of emergency teaching permits decreased over the previous fiscal year. In addition, the report notes that during fiscal year 2002-03, 2,004 credential waivers were issued to public schools in all areas of certification (excluding day-to-day substitutes), representing a 39.3 percent decrease over fiscal year 2001-02.

Despite the progress, ensuring that each and every classroom in the state is staffed by a highly qualified, competent teacher continues to be a challenge, but one in which the attention of all in the education community is focused. Significant dialogue at the highest levels of state government has taken place over the past year regarding (1) how to ensure a greater number of fully credentialed, highly qualified teachers as defined by Public Law 107-110: No Child Left Behind Act (NCLB), and (2) how schools and districts can meet staffing needs in the absence of a highly qualified teacher. These discussions have included public officials, teacher preparation programs, K-12 administrators, teachers, and human resource directors as well as credentialing experts.

Since the State Board of Education adopted the State Plan for meeting the requirements of the NCLB last year, the Commission on Teacher Credentialing has considered numerous policy and programmatic changes in order to align credentialing requirements with NCLB, particularly as it relates to emergency permits and waivers. After meeting numerous times with stakeholder organizations, the Commission adopted the policy that emergency permits will not be initially issued or renewed after June 30, 2006. Because of the reality of the insufficient number

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[10] *Fact Book 2004 – Handbook of Education Information*, California Department of Education, 2004. Available on line at www.cde.ca.gov/re/pn/fb/documents/factbook2004.pdf

[11] *2002-2003 Annual Report: Emergency Permits and Credential Waivers.* Available on line at: www.ctc.ca.gov/reports/EPW_2002-2003.pdf

credentialed teachers available to every district, the Commission staff is currently working with the field to establish a more stringent provisional document to address unanticipated and chronic staffing needs. It is anticipated that the Commission will also soon review the requirements for credential waivers. Future Title II reports will provide updates on this topic as the dialogue continues and statewide policies are determined.

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 2002-03.

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. Public schools and school districts utilize these documents when they are unable to fill vacancies with credentialed individuals.

Table 4 describes the different categories and terms California uses for temporary waivers of state certification requirements.[12] Each of the documents described in the Table 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. Additionally, employers who find the need to request a variable waiver of credential requirements in order to hire an individual must secure local board approval prior to applying for a waiver. **Candidates may not apply directly to the Commission for these documents**.

[12] Additional information about Emergency Permits may be found on line at: www.ctc.ca.gov/credentialinfo/topics/emergencies.html. Additional information about Emergency Permits and Waivers may be found on line at: www.ctc.ca.gov/reports/EPW_2002_2003.pdf.

Table 4*: *Waivers of Credential Requirements 2002-2003

Category name:	Duration	Times renewable	Description, including requirements:
Pre-Intern Certificate	1 Year	1	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. <u>Requirements</u>: Possession of a baccalaureate or higher degree from a regionally accredited college or university; and Passage of the CBEST. Specific subject matter requirements apply, depending on certificate requested. <u>Recent Commission Action</u> With the intent to phase out the program, the Governor and the Legislature funded the pre-intern program for 2004-05 fiscal year in order to continue to provide services to second year pre-interns and those enrolled in the accelerated subject matter acquisition program who need assistance in achieving subject matter competence. No new prospective teacher candidates are being allowed to begin the program as first year interns. Continuance of the program and funding beyond 2004-05 for pre-interns who remain in need of services is unknown at this time.
Emergency Permit	1 Year	4	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. <u>Requirements</u> Possession of a baccalaureate or higher degree from a regionally accredited college or university; and Passage of the CBEST. Specific subject matter requirements apply, depending on the permit requested. <u>Recent Commission Action:</u> The Commission voted to adopt the policy that emergency permits will not be initially issued or renewed after June 30, 2006, consistent with the provisions of the No Child Left Behind Act. The Commission is working with stakeholders to establish a more stringent provisional document to address unanticipated and chronic staffing needs in California schools.

Table 4*: *Waivers of Credential Requirements 2002-2003 cont.

Category name:	Duration	Times renewable	Description, including requirements:
Credential Waiver	Short term and Variable	0-3	Credential waivers are utilized to fill certificated positions when more qualified individuals are not available. Education Code Section 44225 (m) authorizes the Commission to grant two types of waivers: short-term and variable term. Short term waivers give local agencies one semester or less to address unanticipated, immediate, short-term organizational needs by assigning fully credentialed teachers to teach outside their credential authorization. Employing agencies may grant a short-term waiver without prior approval by the Commission, provided it is one time only per individual, per class. Employing agencies are permitted to request a variable 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. Variable waivers are generally issued for one calendar year and the individual on the variable 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.

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, 2003. 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, 2003

Reporting Categories	Total Number of Teachers[13]	Number of Teachers Not Fully Certified[14]
State Totals	305,855	17,082
High-Poverty Districts[15]	84,373	5,282
All other Districts[16]	221,482	11,800
Reading/Language Arts (elem)	139,114	5,062
Arts -- All levels	3,848	162
Bilingual Education/ESL -- All levels	166,408	3,127
Special Education -- All levels	26,627	6,051
Career/Technical Education -- All levels	5,419	39
English/Language Arts -- Middle, Jr. High, High School.	26,868	1,142
Foreign Language Arts -- Middle, Jr. High, High School.	5,309	384
Mathematics -- Middle, Jr. High, High School.	18,293	1,354
Science -- Middle, Jr. High, High School.	14,444	965
Social Studies -- Middle, Jr. High, High School.	14,722	889

[13] 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).

[14] 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.

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

[16] A list of California's 1,056 school districts may be found at: 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. Much attention has been focused on identifying barriers that individuals face in becoming fully credentialed teachers and, as a result, a broad range of credential pathways have been implemented. 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 established the individualized Internship Certificate in 2003. 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 of district intern program. The college or university and the employer are required to provide supervision for those individuals on the Individualized Internship Certificate.

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. As a result, funding for the program has been provided in the 2003-2004 state budget for second year pre-interns and those requiring accelerated subject matter preparation only. No new first year pre-interns are being accepted into the program. Discussions on the numerous issues related to the NCLB Act continue and future Title II reports will include further information about any policies enacted.

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 passing the teaching performance assessment and being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the 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.

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.

Implementation of SB 2042

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

This year marks a major milestone in this effort. Nearly all teacher preparation programs in the state and 149 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

As previously referenced in this report, the Commission also developed new subject matter requirements, standards, and examinations in the subject areas of art, languages other than English, music, and physical education. Additionally, the Commission is beginning new examination and program standards development in the subject areas of business, agriculture, health, home economics, and technology. The Commission also approved a new single subject credential authorization in American Sign Language.

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

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

The two major actions taken by the Commission over the past year related to No Child Left Behind Act are the phase out of emergency permits and changes in requirements for subject matter verification for multiple subject teacher credentialing candidates.

Verification of Subject Matter Competence
The State Board's NCLB State Plan clarifies that elementary teachers who are "new to the profession" are required by the federal regulations to demonstrate their subject matter competence by passing an examination. The Commission acted to adopt a requirement that all candidates enrolled in a multiple subject teacher preparation program on or after July 1, 2004, must meet the subject matter requirement by passing a Commission-approved examination. The only currently approved examination is the California Subject Examination for Teachers (CSET): Multiple Subjects.

Emergency Permits
The section of this report entitled, *Waivers of State Certification Requirements*, discusses the significant progress California and its school districts have made in reducing the number of teachers teaching on an emergency permit or waiver. It notes that the number of emergency permits decreased by 7,509 or 25.8 percent in 2002-03. Likewise, the percentage of waivers issued that same academic year decreased by 39.3 percent from the previous year.

Regardless of the progress being made, the Commission recognized the need to align credentialing requirements with the No Child Left Behind Act. As a result, the Commission met extensively with stakeholder organizations regarding the issue of emergency permits. As a result, the Commission voted to adopt the policy that emergency permits will not be initially issued or renewed after June 30, 2006. However, because of the reality of the insufficient number of credentialed teacher available to every district, the Commission staff is currently working with the field to establish a more stringent provisional document to address unanticipated and chronic staffing needs. 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 outlined in last year's Title II report. They include the development of a new Degree Authorization in NCLB core academic subjects. This authorization meets the NCLB requirements for teachers in middle schools by either requiring a major in the subject to be taught or 32 semester units. The Commission also voted to phase out the Pre-Intern Program by 2005-06 for teachers of record. After 2006, the program may continue, subject to funding, as a means to accelerate subject matter preparation for prospective teachers. Funding has been provided for this program for 2004-05 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

Other Recent Efforts

In 2002-03, several laws were enacted that could improve teacher quality. The following is a brief summary of some of these bills:

SB 187 (Karnette, Chapter 461, Statutes of 2003) made school district intern programs for multiple subject and single subject credentials conform with university intern programs.

AB 1266 (Oropeza, Chapter 573, Statutes of 2003) allows participants in the California Paraprofessional Teacher Training Program temporary relief from loan repayment obligations if they are laid off due to budget cuts.

AB 54 (Oropeza, Chapter 817, Statutes of 2003) requires the California Commission on Teacher Credentialing, in consultation with the State Department of Education, to contract with an independent evaluator regarding the availability and effectiveness of cultural competency training for teachers and administrators.

AB 608 (Daucher, Chapter 536, Statutes of 2003) requires the Commission of the California Highway Patrol, in addition to a sheriff or chief of police, to notify the California Commission on Teacher Credentialing upon the arrest of a school employee for specified controlled substance offenses or specified sex offenses.

Some of the new laws that were passed during the 2003-04 legislative session that will likely affect teacher quality include the following:

AB 2210 (Liu, Chapter 343 Statutes of 2004) clarifies that completion of a state-approved induction program is the required route for earning a professional clear (level two) multiple subject or single subject teaching credential while ensuring that the option to earn a professional clear credential through completion of an approved "fifth-year" university program is available to candidates when an induction program is not available, or if a candidate must meet additional subject matter requirements to comply with federal law.

AB 2913 (Salinas, Chapter 169 Statutes of 2004) extends the sunset date, from January 1, 2005 to January 1, 2008, for local education agency sponsored English Learner Teacher Training Programs for experienced teachers. All other routes to certification for teaching English Learners remain.

SB 1621 (Machado, Chapter 287 Statutes of 2004) establishes a pilot program for district intern programs interested in offering teacher preparation in special education in <u>any</u> of the special education credentialing areas rather than being restricted to Mild/Moderate programs.

Overview of Institutional Reports

The institutional report cards contained in Appendix C of this report represent the efforts of the 87 postsecondary institutions and school districts that had approved Multiple Subject, Single Subject, and Education Specialist credential programs in 2002-2003 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 2002-2003 reporting period;
- Pass rate data for all assessments used by the state for initial credentialing; and
- Three year updated pass rate data for the 1999-2000 cohort.

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

Appendix A

Assessment Pass-rate Data for Teacher Preparation Programs Academic Year 2002-2003

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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	56	56	56	100	Q1	56	56	100	Q1	25	25	100	Q1	16	16	100	Q1	23	23	100	Q1
Antioch University	31	31	31	100	Q1	31	31	100	Q1	29	29	100	Q1					28	28	100	Q1
Argosy University	11	11	11	100	Q1	11	11	100	Q1	4											
Azusa Pacific University	331	331	326	98	Q2	330	330	100	Q1	195	191	98	Q2	46	45	98	Q2	137	137	100	Q1
Bethany College - Assemblies of God	22	22	22	100	Q1	21	21	100	Q1	14	14	100	Q1	5				11	11	100	Q1
Biola University	63	63	61	97	Q3	63	63	100	Q1	41	39	95	Q3	10	10	100	Q1	14	14	100	Q1
CA State Polytechnic Univ.-Pomona	357	357	349	98	Q2	357	357	100	Q1	243	237	98	Q2	17	16	94	Q3	103	102	99	Q2
California Baptist University	170	170	161	95	Q4	168	168	100	Q1	113	105	93	Q4	18	17	94	Q3	61	61	100	Q1
California Lutheran University	98	98	96	98	Q2	98	98	100	Q1	63	62	98	Q2	8				33	33	100	Q1
California Polytechnic State Univ.-SLO	186	186	186	100	Q1	186	186	100	Q1	102	102	100	Q1	12	12	100	Q1	26	26	100	Q1
Chapman University	1427	1427	1393	98	Q2	1427	1427	100	Q1	849	833	98	Q2	264	253	96	Q2	706	698	99	Q2
Christian Heritage College	33	33	33	100	Q1	33	33	100	Q1	28	28	100	Q1	4				27	27	100	Q1
Concordia University	115	115	114	99	Q2	114	114	100	Q1	82	82	100	Q1	16	16	100	Q1	58	57	98	Q3
CSU Bakersfield	317	317	313	99	Q2	317	317	100	Q1	216	212	98	Q2	16	16	100	Q1	70	70	100	Q1
CSU Channel Island	15	15	15	100	Q1	15	15	100	Q1	15	15	100	Q1					12	12	100	Q1
CSU Chico	461	461	452	98	Q2	461	458	99	Q2	290	286	99	Q2	13	12	92	Q4	71	69	97	Q4
CSU Dominguez Hills	739	739	738	100	Q1	739	739	100	Q1	524	523	100	Q1								
CSU Fresno	682	682	640	94	Q4	682	680	100	Q1	511	473	93	Q4	11	11	100	Q1	80	78	98	Q3
CSU Fullerton	667	667	661	99	Q2	667	667	100	Q1	502	497	99	Q2	11	11	100	Q1	240	239	100	Q1
CSU Hayward	232	232	230	99	Q2	232	232	100	Q1	194	192	99	Q2	20	20	100	Q1	108	108	100	Q1
CSU Long Beach	894	894	882	99	Q2	894	894	100	Q1	580	568	98	Q2	53	53	100	Q1	341	341	100	Q1
CSU Los Angeles	994	994	957	96	Q3	994	994	100	Q1	709	675	95	Q3	51	50	98	Q2	271	269	99	Q2
CSU Monterey Bay	126	126	124	98	Q2	124	124	100	Q1	80	78	98	Q2	1				18	18	100	Q1
CSU Northridge	848	848	848	100	Q1	848	848	100	Q1	594	594	100	Q1	51	51	100	Q1	356	356	100	Q1
CSU Sacramento	533	533	524	98	Q2	533	533	100	Q1	394	385	98	Q2	18	18	100	Q1	201	201	100	Q1
CSU San Bernardino	494	494	484	98	Q2	494	494	100	Q1	395	385	97	Q3	16	16	100	Q1	159	159	100	Q1
CSU San Marcos	402	402	397	99	Q2	402	402	100	Q1	349	344	99	Q2	33	33	100	Q1	153	153	100	Q1
CSU Stanislaus	343	343	318	93	Q4	343	334	97	Q4	290	272	94	Q4	7				60	60	100	Q1
Dominican University of California	156	156	152	97	Q3	156	156	100	Q1	107	104	97	Q3	22	21	95	Q3	74	74	100	Q1
Fresno Pacific University	100	100	99	99	Q2	100	100	100	Q1	83	82	99	Q2	7				18	18	100	Q1
Holy Names College	23	23	23	100	Q1	23	23	100	Q1	16	16	100	Q1	4				13	13	100	Q1
Hope International University	21	21	21	100	Q1	21	21	100	Q1	21	21	100	Q1					14	14	100	Q1
Humboldt State University	175	175	174	99	Q2	175	174	99	Q2	112	112	100	Q1	17	17	100	Q1	38	38	100	Q1
John F. Kennedy University	19	19	19	100	Q1	19	19	100	Q1	11	11	100	Q1	4				12	12	100	Q1
La Sierra University	6	6				6				3				1				1			

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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
Loyola Marymount University	167	167	161	96	Q3	167	167	100	Q1	113	111	98	Q2	36	33	92	Q4	52	50	96	Q4
Mills College	50	50	47	94	Q4	50	50	100	Q1	28	27	96	Q3	18	16	89	Q4	23	23	100	Q1
Mount Saint Mary's College	46	46	45	98	Q2	46	46	100	Q1	28	27	96	Q3	11	11	100	Q1	12	12	100	Q1
National Hispanic University	68	68	68	100	Q1	68	68	100	Q1	53	53	100	Q1					35	35	100	Q1
National University	2910	2910	2812	97	Q3	2909	2907	100	Q1	1845	1763	96	Q3	433	428	99	Q2	1651	1641	99	Q2
New College of California	21	21	21	100	Q1	21	21	100	Q1	19	19	100	Q1								
Notre Dame de Namur University	63	63	61	97	Q3	63	62	98	Q3	41	40	98	Q2	3				22	22	100	Q1
Nova Southeastern University	18	18	18	100	Q1	18	18	100	Q1	18	18	100	Q1					10	10	100	Q1
Occidental College	25	25	25	100	Q1	25	25	100	Q1	8				13	13	100	Q1	5			
Pacific Oaks College	33	33	31	94	Q4	33	33	100	Q1	31	29	94	Q4					29	29	100	Q1
Pacific Union College	25	25	24	96	Q3	25	25	100	Q1	14	13	93	Q4					8			
Patten University	11	11	11	100	Q1	11	11	100	Q1	11	11	100	Q1					10	10	100	Q1
Pepperdine University	252	252	248	98	Q2	252	252	100	Q1	197	194	98	Q2	27	27	100	Q1	151	150	99	Q2
Point Loma Nazarene University	136	136	136	100	Q1	136	136	100	Q1	92	92	100	Q1	21	21	100	Q1	41	41	100	Q1
Saint Mary's College of California	109	109	109	100	Q1	109	109	100	Q1	64	64	100	Q1	22	22	100	Q1	48	48	100	Q1
San Diego State University	619	619	617	100	Q1	618	618	100	Q1	424	422	100	Q1	59	59	100	Q1	179	179	100	Q1
San Francisco State University	643	643	617	96	Q3	642	636	99	Q2	354	348	98	Q2	105	96	91	Q4	304	297	98	Q3
San Jose State University	420	420	413	98	Q2	420	420	100	Q1	289	284	98	Q2	34	32	94	Q3	203	203	100	Q1
Santa Clara University	40	40	40	100	Q1	40	40	100	Q1	23	23	100	Q1	11	11	100	Q1	15	15	100	Q1
Simpson College	65	65	65	100	Q1	65	65	100	Q1	53	53	100	Q1	4				41	41	100	Q1
Sonoma State University	271	271	259	96	Q3	271	268	99	Q2	160	152	95	Q3	38	36	95	Q3	91	89	98	Q3
Stanford University	66	66	65	98	Q2	66	66	100	Q1					55	54	98	Q2				
The Master's College and Seminary	30	30	28	93	Q4	30	30	100	Q1	22	21	95	Q3	2				8			
UC Berkeley	63	63	63	100	Q1	63	63	100	Q1	24	24	100	Q1	35	35	100	Q1	21	21	100	Q1
UC Davis	127	127	125	98	Q2	127	127	100	Q1	84	82	98	Q2	27	27	100	Q1	63	63	100	Q1
UC Irvine	194	194	189	97	Q3	194	194	100	Q1	106	106	100	Q1	73	68	93	Q4	99	99	100	Q1
UC Los Angeles	199	199	199	100	Q1	199	199	100	Q1	111	111	100	Q1	51	51	100	Q1	79	79	100	Q1
UC Riverside	106	106	106	100	Q1	106	106	100	Q1	77	77	100	Q1	14	14	100	Q1	24	24	100	Q1
UC San Diego	40	40	40	100	Q1	40	40	100	Q1	39	39	100	Q1					34	34	100	Q1
UC Santa Barbara	113	113	113	100	Q1	113	113	100	Q1	56	56	100	Q1	43	43	100	Q1	45	45	100	Q1
UC Santa Cruz	129	129	129	100	Q1	129	129	100	Q1	83	83	100	Q1	37	37	100	Q1	67	67	100	Q1
University of LaVerne	208	208	207	100	Q1	208	208	100	Q1	134	133	99	Q2	33	33	100	Q1	72	72	100	Q1
University of Phoenix	272	272	268	99	Q2	272	271	100	Q1	271	268	99	Q2					234	233	100	Q1
University of Redlands	112	112	108	96	Q3	112	112	100	Q1	89	85	96	Q3	8				38	38	100	Q1
University of San Diego	109	109	109	100	Q1	109	109	100	Q1	80	80	100	Q1	8				22	22	100	Q1
University of San Francisco	122	122	121	99	Q2	122	122	100	Q1	80	79	99	Q2	22	22	100	Q1	35	35	100	Q1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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
University of Southern California	57	57	57	100	Q1	57	57	100	Q1	44	44	100	Q1	5				11	11	100	Q1
University of the Pacific	57	57	54	95	Q4	57	57	100	Q1	44	42	95	Q3	1				9			
Vanguard Univ of Southern California	51	51	51	100	Q1	51	51	100	Q1	43	43	100	Q1	2				24	24	100	Q1
Westmont College	13	13	13	100	Q1	13	13	100	Q1	11	11	100	Q1								
Whittier College	29	29	28	97	Q3	29	29	100	Q1	15	14	93	Q4	3				5			
Statewide Total	19236	19236	18816	98		19226	19198	100		13062	12748	98		2026	1977	98		7357	7316	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				(98%-99%) 98.4				(96%-99%) 97.8				(99%-99%) 99.0			
Q3--Range, Mean		(96%-97%) 96.5				(98%-98%) 98.0				(95%-97%) 95.7				(94%-95%) 94.4				(98%-98%) 98.0			
Q4--Range, Mean		(93%-95%) 94.0				(97%-97%) 97.0				(93%-94%) 93.3				(89%-93%) 91.4				(96%-97%) 96.5			

[1]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.

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Program	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, 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	9	9			9			8			1			6		
Azusa Pacific University	261	261	253	97	261	261	100	257	249	97				119	119	100
CA State Polytechnic Univ.-Pomona	157	157	156	99	157	157	100	115	115	100	3			72	71	99
CALState Teach	385	385	374	97	385	385	100	380	369	97				299	299	100
CCTC Alt Cert	69	69	69	100	69	69	100	27	27	100	22	22	100	23	23	100
Chapman University	186	186	177	95	186	186	100	129	120	93	23	23	100	84	84	100
Claremont Graduate University	113	113	112	99	113	113	100	67	67	100	35	34	97	42	42	100
Compton USD	20	20	20	100	20	20	100	20	20	100				12	12	100
Concordia University	1															
CSU Bakersfield	87	87	87	100	87	87	100	43	43	100	13	13	100	20	20	100
CSU Chico	73	73	73	100	73	73	100	35	35	100	4			13	13	100
CSU Dominguez Hills	503	503	503	100	503	503	100	413	413	100						
CSU Fresno	79	79	77	97	79	79	100	39	37	95	3			7		
CSU Fullerton	164	164	158	96	164	164	100	70	67	96	10	7	70	26	26	100
CSU Hayward	161	161	158	98	161	161	100	92	89	97	25	25	100	55	55	100
CSU Long Beach	31	31	31	100	31	31	100	24	24	100	1			17	17	100
CSU Los Angeles	59	59	58	98	59	59	100	56	55	98				28	28	100
CSU Monterey Bay	27	27	27	100	26	26	100	26	26	100				9		
CSU Northridge	198	198	196	99	198	198	100	124	122	98	24	24	100	77	77	100
CSU Sacramento	91	91	91	100	91	91	100	79	79	100	4			44	44	100
CSU San Bernardino	406	406	395	97	406	406	100	289	278	96	28	28	100	115	115	100
CSU San Marcos	35	35	35	100	35	35	100	35	35	100				15	15	100
CSU Stanislaus	85	85	81	95	85	85	100	63	59	94	6			20	20	100
Dominican University of California	19	19	19	100	19	19	100	12	12	100	3			9		
Fresno Pacific University	29	29	28	97	29	29	100	19	19	100	3			6		
Holy Names College	9	9			9			7			2			5		

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Program	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, Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education		
IMPACT	75	75	73	97	75	75	100	63	61	97	7			42	42	100
John F. Kennedy University	6	6			6			3						3		
La Sierra University	2	2			2			1			1			1		
Long Beach USD	26	26	26	100	26	26	100	26	26	100						
Los Angeles USD	457	457	455	100	457	457	100	358	356	99	88	88	100	352	352	100
Loyola Marymount University	20	20	20	100	20	20	100	10	10	100	7			3		
National Hispanic University	47	47	34	72	47	47	100	37	24	65				27	27	100
National University	77	77	76	99	77	77	100	51	50	98	5			48	48	100
Notre Dame de Namur University	35	33	32	97	33	33	100	17	17	100	3			12	12	100
Nova Southeastern University	1	1			1			1						1		
Ontario/Montclair USD	20	20	20	100	20	20	100	20	20	100				12	12	100
Orange County District Intern Consortium	13	13	13	100	13	13	100	13	13	100				12	12	100
Pacific Oaks College	14	14	13	93	14	14	100	14	13	93				12	12	100
Patten University	8	8			8			8						6		
Point Loma Nazarene University	45	45	43	96	45	45	100	25	24	96	11	11	100	21	20	95
Project Pipeline	51	51	50	98	51	51	100	23	23	100	17	16	94	19	19	100
San Diego City USD	24	24	24	100	24	24	100	24	24	100				22	22	100
San Diego State University	87	87	86	99	87	87	100	67	66	99	1			27	27	100
San Francisco State University	67	67	67	100	67	67	100	41	41	100	13	13	100	34	34	100
San Jose State University	109	109	107	98	109	109	100	94	92	98	2			67	67	100
Santa Clara University	30	30	29	97	30	30	100	17	17	100	3			17	17	100
Sonoma State University	12	12	12	100	12	12	100	10	10	100				8		
UC Berkeley	20	20	20	100	20	20	100	20	20	100				19	19	100
UC Irvine	34	34	34	100	34	34	100	12	12	100	18	18	100	12	12	100
UC Los Angeles	38	38	38	100	38	38	100	34	34	100	2			29	29	100
UC Riverside	30	30	30	100	30	30	100	19	19	100	4			8		
UC San Diego	37	37	37	100	37	37	100				8					
University of LaVerne	94	94	93	99	94	94	100	59	58	98	10	10	100	31	30	97
University of Redlands	73	73	70	96	73	73	100	38	35	92	21	21	100	16	16	100

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification
Program Year 2002-2003

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Program	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, Agriculture, Business, Health Science, Home Economics, Industrial Tech Education, and Physical Education		
University of San Diego	2	2			2			1						1		
University of San Francisco	4	4			4			2								
University of the Pacific	20	20	20	100	20	20	100	2						2		
Whittier College	39	39	39	100	39	39	100	28	28	100	4			14	14	100
Statewide Total	4874	4871	4779	98	4870	4869	100	3567	3486	98	435	428	98	2001	1997	100

[1]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

Assessment Pass-rate Data
for Teacher Preparation Programs
Program Year 1999-2000, Third Year Cohort Update

State-Level Aggregate and Summary Assessment Pass-Rate Data for Teacher Preparation Programs
Program Year 1999-2000 Third Year Cohort Update

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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	68	68	67	99	Q2	68	68	100	Q1	43	42	98	Q3	13	13	100	Q1	34	34	100	Q1
Antioch University	15	15	15	100	Q1	15	15	100	Q1	14	14	100	Q1					14	14	100	Q1
Azusa Pacific University	281	281	279	99	Q2	281	281	100	Q1	207	205	99	Q2	13	13	100	Q1	126	126	100	Q1
Bethany College - Assemblies of God	25	25	25	100	Q1	25	25	100	Q1	18	18	100	Q1	3				10	10	100	Q1
Biola University	69	69	69	100	Q1	69	69	100	Q1	55	55	100	Q1	4				12	12	100	Q1
CA State Polytechnic Univ.-Pomona	269	269	269	100	Q1	269	269	100	Q1	217	217	100	Q1	5				114	114	100	Q1
California Baptist University	109	109	109	100	Q1	109	109	100	Q1	68	68	100	Q1	3				46	46	100	Q1
California Lutheran University	116	115	114	99	Q2	115	115	100	Q1	78	77	99	Q2	19	19	100	Q1	54	54	100	Q1
California Polytechnic State Univ.-SLO	168	168	167	99	Q2	168	168	100	Q1	79	78	99	Q2	9				35	35	100	Q1
Chapman University	1228	1228	1223	100	Q1	1228	1228	100	Q1	742	737	99	Q2	224	224	100	Q1	581	581	100	Q1
Christian Heritage College	26	26	25	96	Q4	26	26	100	Q1	19	18	95	Q4	3				16	16	100	Q1
Claremont Graduate University	84	84	83	99	Q2	84	84	100	Q1	61	60	98	Q3	8				29	29	100	Q1
Compton USD	24	24	24	100	Q1	24	24	100	Q1	24	24	100	Q1								
Concordia University	137	137	137	100	Q1	137	137	100	Q1	110	110	100	Q1	15	15	100	Q1	87	87	100	Q1
CSU Bakersfield	303	303	303	100	Q1	303	303	100	Q1	236	236	100	Q1	17	17	100	Q1	78	78	100	Q1
CSU Chico	382	382	381	100	Q1	382	382	100	Q1	257	256	100	Q1	4				85	85	100	Q1
CSU Dominiguez Hills	838	836	822	98	Q3	836	836	100	Q1	676	662	98	Q3	35	35	100	Q1	345	345	100	Q1
CSU Fresno	576	571	563	99	Q2	571	571	100	Q1	446	437	98	Q3	2				112	112	100	Q1
CSU Fullerton	735	734	732	100	Q1	734	734	100	Q1	513	511	100	Q1	6				418	418	100	Q1
CSU Hayward	383	383	383	100	Q1	383	383	100	Q1	225	225	100	Q1	36	36	100	Q1	147	147	100	Q1
CSU Long Beach	550	550	549	100	Q1	550	550	100	Q1	330	329	100	Q1	18	18	100	Q1	179	179	100	Q1
CSU Los Angeles	584	583	582	100	Q1	583	583	100	Q1	420	419	100	Q1	22	22	100	Q1	165	165	100	Q1
CSU Monterey Bay	125	121	118	98	Q3	121	121	100	Q1	121	118	98	Q3					46	46	100	Q1
CSU Northridge	821	821	820	100	Q1	821	821	100	Q1	656	655	100	Q1	17	17	100	Q1	446	446	100	Q1
CSU Sacramento	622	620	616	99	Q2	619	619	100	Q1	437	433	99	Q2	13	13	100	Q1	273	273	100	Q1
CSU San Bernardino	510	508	498	98	Q3	508	508	100	Q1	382	372	97	Q4	20	20	100	Q1	157	157	100	Q1
CSU San Marcos	337	336	332	99	Q2	336	336	100	Q1	306	302	99	Q2	14	14	100	Q1	138	138	100	Q1
CSU Stanislaus	371	364	357	98	Q3	359	359	100	Q1	302	295	98	Q3	10	10	100	Q1	77	77	100	Q1
Dominican University of San Rafael	165	164	160	98	Q3	164	164	100	Q1	110	106	96	Q4	27	27	100	Q1	83	83	100	Q1
Fresno Pacific University	113	113	113	100	Q1	113	113	100	Q1	80	80	100	Q1	6				27	27	100	Q1
Holy Names College	32	32	32	100	Q1	32	32	100	Q1	18	18	100	Q1	8				15	15	100	Q1
Hope International University	25	25	24	96	Q4	25	25	100	Q1	25	24	96	Q4					14	14	100	Q1
Humboldt State University	171	170	170	100	Q1	170	170	100	Q1	104	104	100	Q1	27	27	100	Q1	45	45	100	Q1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Teacher Preparation Programs
Program Year 1999-2000 Third Year Cohort Update

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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
John F. Kennedy University	22	22	22	100	Q1	22	22	100	Q1	16	16	100	Q1	2				12	12	100	Q1
La Sierra University	51	50	50	100	Q1	50	50	100	Q1	18	18	100	Q1	4				18	18	100	Q1
Long Beach USD	23	23	23	100	Q1	23	23	100	Q1	23	23	100	Q1								
Los Angeles USD	537	537	537	100	Q1	537	537	100	Q1	463	463	100	Q1	66	66	100	Q1				
Loyola Marymount University	117	117	117	100	Q1	117	117	100	Q1	90	90	100	Q1	8				40	40	100	Q1
Mills College	47	46	46	100	Q1	46	46	100	Q1	31	31	100	Q1	11	11	100	Q1	23	23	100	Q1
Mount Saint Mary's College	56	56	56	100	Q1	56	56	100	Q1	36	36	100	Q1	9				18	18	100	Q1
National Hispanic University	44	44	44	100	Q1	44	44	100	Q1	42	42	100	Q1					24	24	100	Q1
National University	2383	2382	2353	99	Q2	2380	2380	100	Q1	1674	1645	98	Q3	227	227	100	Q1	1232	1232	100	Q1
New College of California	33	33	31	94	Q4	32	32	100	Q1	30	28	93	Q4					21	21	100	Q1
Notre Dame de Namur University	148	148	146	99	Q2	147	147	100	Q1	81	80	99	Q2	11	11	100	Q1	54	54	100	Q1
Occidental College	24	24	24	100	Q1	24	24	100	Q1	11	11	100	Q1	10	10	100	Q1	8			
Ontario/Montclair USD	31	31	31	100	Q1	31	31	100	Q1	31	31	100	Q1								
Pacific Oaks College	59	58	58	100	Q1	58	58	100	Q1	54	54	100	Q1					38	38	100	Q1
Pacific Union College	26	26	25	96	Q4	26	26	100	Q1	19	18	95	Q4	2				5			
Patten College	16	16	16	100	Q1	15	15	100	Q1	16	16	100	Q1					11	11	100	Q1
Pepperdine University	193	192	192	100	Q1	192	192	100	Q1	138	138	100	Q1	13	13	100	Q1	102	102	100	Q1
Point Loma Nazarene University	106	106	106	100	Q1	106	106	100	Q1	63	63	100	Q1	9				20	20	100	Q1
Project Pipeline	52	52	52	100	Q1	52	52	100	Q1	36	36	100	Q1	6							
Saint Mary's College of California	145	145	145	100	Q1	145	145	100	Q1	105	105	100	Q1	20	20	100	Q1	77	77	100	Q1
San Diego City USD	39	39	39	100	Q1	39	39	100	Q1	39	39	100	Q1								
San Diego State University	716	716	714	100	Q1	716	716	100	Q1	461	459	100	Q1	54	54	100	Q1	209	209	100	Q1
San Francisco State University	681	679	670	99	Q2	679	679	100	Q1	416	407	98	Q3	84	84	100	Q1	300	300	100	Q1
San Joaquin County Office of Education	20	19	19	100	Q1	19	19	100	Q1	19	19	100	Q1								
San Jose State University	450	450	448	100	Q1	450	450	100	Q1	284	282	99	Q2	36	36	100	Q1	158	158	100	Q1
Santa Clara University	64	63	63	100	Q1	63	63	100	Q1	51	51	100	Q1	6				26	26	100	Q1
Simpson College	108	108	103	95	Q4	108	108	100	Q1	84	79	94	Q4	13	13	100	Q1	65	65	100	Q1
Sonoma State University	230	230	228	99	Q2	230	230	100	Q1	146	144	99	Q2	22	22	100	Q1	81	81	100	Q1
Stanford University	45	45	45	100	Q1	45	45	100	Q1					29	29	100	Q1				
The Master's College and Seminary	24	24	24	100	Q1	24	24	100	Q1	20	20	100	Q1	1				5			
UC Berkeley	79	78	78	100	Q1	78	78	100	Q1	41	41	100	Q1	26	26	100	Q1	38	38	100	Q1
UC Davis	121	121	121	100	Q1	121	121	100	Q1	84	84	100	Q1	15	15	100	Q1	58	58	100	Q1
UC Irvine	112	112	112	100	Q1	112	112	100	Q1	74	74	100	Q1	30	30	100	Q1	66	66	100	Q1
UC Los Angeles	132	132	131	99	Q2	132	132	100	Q1	93	92	99	Q2	21	21	100	Q1	47	47	100	Q1
UC Riverside	107	107	106	99	Q2	107	107	100	Q1	76	75	99	Q2	19	19	100	Q1	32	32	100	Q1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Teacher Preparation Programs
Program Year 1999-2000 Third Year Cohort Update

Legend: T – Program completers who took any required exam **% - Percent passed [1]**
P – Program completers who passed all required exam **Q – Quartile[1]**

Institution	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, 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 San Diego	70	70	70	100	Q1	70	70	100	Q1	43	43	100	Q1	8				28	28	100	Q1
UC Santa Barbara	75	75	75	100	Q1	75	75	100	Q1	38	38	100	Q1	33	33	100	Q1	25	25	100	Q1
UC Santa Cruz	42	42	42	100	Q1	42	42	100	Q1	36	36	100	Q1	3				29	29	100	Q1
University of LaVerne	218	218	216	99	Q2	218	218	100	Q1	158	156	99	Q2	17	17	100	Q1	87	87	100	Q1
University of Redlands	163	163	162	99	Q2	163	163	100	Q1	125	124	99	Q2	17	17	100	Q1	62	62	100	Q1
University of San Diego	134	133	133	100	Q1	133	133	100	Q1	104	104	100	Q1	17	17	100	Q1	29	29	100	Q1
University of San Francisco	103	102	102	100	Q1	102	102	100	Q1	72	72	100	Q1	13	13	100	Q1	53	53	100	Q1
University of Southern California	99	98	97	99	Q2	98	98	100	Q1	65	65	100	Q1	10	10	100	Q1	18	18	100	Q1
University of the Pacific	71	71	71	100	Q1	71	71	100	Q1	44	44	100	Q1	3				11	11	100	Q1
Vanguard Univ of Southern California	47	47	47	100	Q1	47	47	100	Q1	32	32	100	Q1	2				11	11	100	Q1
Westmont College	25	25	25	100	Q1	25	25	100	Q1	20	20	100	Q1	2				2			
Whittier College	81	81	81	100	Q1	81	81	100	Q1	57	57	100	Q1	3				18	18	100	Q1
Statewide Total	18431	18390	18257	99		18379	18379	100		13038	12906	99		1483	1483	100		7169	7169	100	
Q1--Range, Mean		(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100			
Q2--Range, Mean		(99%-99%) 99.0				*				(99%-99%) 99.0				*				*			
Q3--Range, Mean		(98%-98%) 98.0				*				(98%-98%) 98.0				*				*			
Q4--Range, Mean		(94%-97%) 95.4				*				(93%-97%) 95.1				*				*			

[1]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 C

Institutional Reports for the Academic Year 2002-2003 And Third Year Cohort Update for 1999-2000

(due to its size, this appendix is available in electronic form only at www.ctc.ca.gov*)*

Institutional Report of Teacher Preparation Programs in 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Alliant International University (formerly US Intl University)**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of Alliant International University's Graduate School of Education is to produce competent, confident, and conscientious educational leaders who will promote and empower academic success, personal growth, and professional achievement of all in a global society. We accomplish this by offering our students exceptional professional preparation centered on multidisciplinary and holistic approaches to education.
The mission of the Teacher Education Program supports the university mission by emphasizing critical thinking, ethics, and practical application of teaching skills. This commitment involves preparing teachers to be skilled practitioners utilizing reflective, inquiry-based thinking to continue to learn and improve the quality of what they do. We want teachers 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 2002-2003

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 postively 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 US Intl 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 2002-2003

The AIU Graduate School of Education has begun the formal preparation process for seeking NCATE accreditation. Preconditions have been submitted and approved by NCATE, and the AIU Graduate School of Education has achieved Candidacy.

Additionally, the AIU Graduate School of Education has expanded, at its three Teacher Preparation locations (Irvine, Alameda, and San Diego) its Internship program in order to meet the growing needs of local districts in support and training of employed Intern Teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.alliant.edu/degrees/degreesc.htm

Institution/Program: **Alliant International University (formerly US Intl University)**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	25	8
Single Subject Candidates	32	31	1
Education Specialist Candidates	0	0	0
Totals	65	56	9

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	33	25	8
Single Subject Candidates	32	31	1
Education Specialist Candidates	0	0	0
Totals	65	56	9

Institution/Program: **Alliant International University (formerly US Intl University)**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	3:1	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 US Intl University)**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: Alliant International University (formerly US Intl 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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	56	56	100%	98%	9	--	--
Basic Skills							
CBEST	56	56	100%	100%	9	--	--
Aggregate	56	56	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	98%	8	--	--
Aggregate	25	25	100%	98%	8	--	--
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Praxis II English	4	--	--	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
CSET Science I	0	--	--	98%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	96%	1	--	--
Aggregate	16	16	100%	98%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	17	17	100%	100%	6	--	--
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	23	23	100%	99%	6	--	--

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

Institution/Program: **Alliant International University (formerly US Intl 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	68	67	99%	99%
Basic Skills				
CBEST	68	68	100%	100%
Aggregate	68	68	100%	100%
Professional Knowledge/Pedagogy				
RICA	43	42	98%	99%
Aggregate	43	42	98%	99%
Academic Content Areas				
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Social Science S* (03)	5	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	5	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	33	33	100%	100%
Business S* (15)	1	--	--	100%
Aggregate	34	34	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Antioch University**

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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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

Institution/Program: **Antioch University**

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 2002-2003

Beginning in 2003-04 the Program implemented new required coursework in special education and health education to meet California SB2042 standards. A separate course in child development was added as a prerequisite. Early field experiences were enhanced to give all candidates experience in the first days of school. One other program initiative instated after 2002-03 is the California Commision on Teacher Credentialing "Teaching Performance Assessment."

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

Institution/Program: Antioch University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	40	40	
Single Subject Candidates			
Education Specialist Candidates			
Totals	40	40	

Institution/Program: **Antioch University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	5		
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	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: **Antioch University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: Antioch 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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	31	31	100%	98%	0	--	--
Basic Skills							
CBEST	31	31	100%	100%	0	--	--
Aggregate	31	31	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	29	29	100%	98%	0	--	--
Aggregate	29	29	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	99%	0	--	--

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

Institution/Program: Antioch University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	15	15	100%	99%
Basic Skills				
CBEST	15	15	100%	100%
Aggregate	15	15	100%	100%
Professional Knowledge/Pedagogy				
RICA	14	14	100%	99%
Aggregate	14	14	100%	99%
Other Content Areas				
MSAT (10140 + 20151)	14	14	100%	100%
Aggregate	14	14	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Argosy University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

A highly meaningful relationship was developed with the Lynwood Unified School District. The LUSD has a history of hiring emergency-credentialed teachers, and many of these individuals had not progressed beyond that point over a series of several years. With the introduction of the No Child Left Behind requirements, these teachers were mandated by the LUSD to complete their credentials. To meet this challenge, Argosy University offered credential completion courses at the district office, as well as at the main Argosy University campus in Orange. Then-superintendent Harold Cebrun stated publicly, "Of all the relationships we have developed here in the Lynwood Unified School District, the one we are most proud of is the partnership we have established with Argosy University."

Institution/Program: **Argosy University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

1. Efforts are underway to initiate an electronic portfolio opportunity/requirement for all of the university's teacher preparation students. This portfolio would have the advantages of immediate transportability to potential employers.

2. The School of Education is exploring the adoption of an undergraduate liberal studies program that will provide students with a BA and multiple subject teaching credential within a standard eight semester format.

3. Course syllabi have been revised to include California Commission on Teacher Credentialing requirements regarding Teacher Performance Expectations. Activities have been incorporated into the courses which serve to address the needs of ELL and other special needs students.

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

Institution/Program: **Argosy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	86	86	0
Single Subject Candidates	70	70	0
Education Specialist Candidates	0	0	0
Totals	156	156	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	67	67	0
Single Subject Candidates	48	48	0
Education Specialist Candidates	0	0	0
Totals	115	115	0

Institution/Program: **Argosy University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	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: **Argosy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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	n/a	n/a	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: Argosy University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	11	11	100%	98%	0	--	--
Basic Skills							
CBEST	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	4	--	--	98%	0	--	--
Aggregate	4	--	--	98%	0	--	--

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

Institution/Program: Argosy University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (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 2002-2003

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 2002-2003

Azusa Pacific University added an Educational Specialist Mild to Moderate Intern Program in the fall term of 2002.

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

apu.edu

Institution/Program: **Azusa Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	345	89	256
Single Subject Candidates	139	139	0
Education Specialist Candidates	117	111	6
Totals	601	339	262

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	309	55	254
Single Subject Candidates	137	137	0
Education Specialist Candidates	56	51	5
Totals	502	243	259

Institution/Program: **Azusa Pacific University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**46**	**46**	
In Academic Positions with Rights and Responsibilities	6	6	
In Non-Academic Positions without Rights and Responsibilities	40	40	
Single Subject Programs	**16**	**0**	
In Academic Positions with Rights and Responsibilities	2	0	
In Non-Academic Positions without Rights and Responsibilities	14	0	
Education Specialist Programs	**13**	**13**	
In Academic Positions with Rights and Responsibilities	3	3	
In Non-Academic Positions without Rights and Responsibilities	10	10	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8:1	4:1	0:1
Single Subject Programs	6:1	0:1	0:1
Education Specialist Programs	1:1	4:1	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: **Azusa Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	331	326	98%	98%	261	253	97%
Basic Skills							
CBEST	330	330	100%	100%	261	261	100%
Aggregate	330	330	100%	100%	261	261	100%
Professional Knowledge/Pedagogy							
RICA	195	191	98%	98%	257	249	97%
Aggregate	195	191	98%	98%	257	249	97%
Academic Content Areas							
Art S* (12)	3	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	3	--	--	98%	0	--	--
English S* (01)	10	10	100%	100%	0	--	--
Praxis II English	10	10	100%	99%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	91%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	9	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Social Science S* (03)	9	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	9	--	--	100%	0	--	--
Aggregate	46	45	98%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	87	87	100%	100%	113	113	100%
Business S* (15)	4	--	--	97%	0	--	--
Health Science S* (16)	31	31	100%	100%	1	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
Physical Education S* (09)	10	10	100%	99%	0	--	--
Phys. Educ. Praxis Test II	10	10	100%	100%	0	--	--
CSET MSE I	4	--	--	97%	5	--	--
CSET MSE II	4	--	--	94%	5	--	--
CSET MSE III	4	--	--	98%	5	--	--
Aggregate	137	137	100%	99%	119	119	100%

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

Institution/Program: **Azusa Pacific University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	281	279	99%	99%
Basic Skills				
CBEST	281	281	100%	100%
Aggregate	281	281	100%	100%
Professional Knowledge/Pedagogy				
RICA	207	205	99%	99%
Aggregate	207	205	99%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Chemistry S* (04 + 06)	2	--	--	100%
Chemistry Praxis II (30242 + 30433)	2	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	123	123	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	2	--	--	100%
Aggregate	126	126	100%	100%

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

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 2002-2003 (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 2002-2003

During the 2002-2003academic year the professional preparation program at Bethany College has continued with 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 pedaagogy, 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 2002-2003

New initiatives in the Teacher Education Program are linked to meeting the new standards for professional preparation programs. Initiatives include enhancing the subject area mentor process for all candidates (both multiple subjects and single subjects), infusing technology instruction throughout the program coursework, developing an enhanced professional portfolio to document candidates' learning throughout their coursework and supervised teaching experiences, and implementing the Teacher Performance Assessments as required by the California Commission on Teacher Credentialing.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	50	50	
Single Subject Candidates	17	17	
Education Specialist Candidates			
Totals	67	67	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates	5	5	
Education Specialist Candidates			
Totals	26	26	

Institution/Program: **Bethany College - Assemblies of God**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	10		
Single Subject Programs	**4**		
In Academic Positions with Rights and Responsibilities	1		
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10:1	0:1	0:1
Single Subject Programs	10:1	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: **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 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	22	22	100%	98%	0	--	--
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	98%	0	--	--
Aggregate	14	14	100%	98%	0	--	--
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	25	25	100%	99%
Basic Skills				
CBEST	25	25	100%	100%
Aggregate	25	25	100%	100%
Professional Knowledge/Pedagogy				
RICA	18	18	100%	99%
Aggregate	18	18	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	10	10	100%	100%
Aggregate	10	10	100%	100%

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

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 2002-2003 (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 with the Program Standards of the California Commission on Teacher Credentialing, Biola's CCTC accredited Multiple Subject and Single Subject programs include practicum fieldwork in the widely diverse public and private schools of the greater Los Angeles and Orange County areas. Additionally, 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 2002-2003

Students and credential candidates enrolled in Biola University's Department of Education earn 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. During the 2003 year, Biola University has once again been invited to participate in this national study of graduate programs. Furthermore, Biola University's Department of Education has produced seven 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.

Institution/Program: **Biola University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

1. A satellite extension program was opened in San Leandro, California to facilitate the credentialing of 23 teachers. Biola University sent Education Department faculty to the San Leandro facility for all instruction, with all required fieldwork being completed in Castro Valley, Alameda, and San Lorenzo school districts.

2. Biola University Education Department joined a consortium of Christian colleges in order to provide students with the opportunity to fulfill a portion of their student teaching in accredited overseas schools, supervised by quality school and university personnel.

3. A US Constitution exam was developed for Biola University students who needed to fulfill their US Constitution requirement.

4. In order to accommodate students who had employment opportunities in local school districts prior to earning their initial credential, Biola University developed an Individualized Teacher Preparation Plan for each student fulfilling the requirements of the Individualized Internship Certificate Agreement as designated by the CCTC.

5. In addition to the ongoing updating of our Education Department website, an Education Department/Liberal Studies information folder was developed where announcements are posted and student questions are responded to on a daily basis.

6. Rewrote Teacher Preparation and Liberal Studies Programs. Both were approved by the California Commission on Teacher Credentialing under Senate Bill 2042.

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

Institution/Program: **Biola University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	270	270	0
Single Subject Candidates	186	186	0
Education Specialist Candidates	0	0	0
Totals	456	456	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	68	68	0

Institution/Program: **Biola University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	63	61	97%	98%	0	--	--
Basic Skills							
CBEST	63	63	100%	100%	0	--	--
Aggregate	63	63	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	41	39	95%	98%	0	--	--
Aggregate	41	39	95%	98%	0	--	--
Academic Content Areas							
English S* (01)	4	--	--	100%	0	--	--
Praxis II English	4	--	--	99%	0	--	--
Biology S* (04 + 05)	3	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	10	10	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	69	69	100%	99%
Basic Skills				
CBEST	69	69	100%	100%
Aggregate	69	69	100%	100%
Professional Knowledge/Pedagogy				
RICA	55	55	100%	99%
Aggregate	55	55	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	4	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	12	12	100%	100%
Aggregate	12	12	100%	100%

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

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 2002-2003 (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 2002-2003

Cal Poly's teaching credential programs continue to attract top students from throughout the state and western region. Academic requirements are rigorous. Applicants to the multiple subject (elementary), single subject (secondary), and education specialist (special education) programs are required to have a minimum G.P.A. of 2.75 at admission and to maintain a 3.0 G.P.A. while enrolled. All candidates are required to pass the California Basic Education Skills Test and a professional aptitude interview. Each is expected to have strong academic preparation in a subject matter area, either by completing a CCTC approved course sequence as part of an undergraduate degree or by passing the appropriate state 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 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.

Institution/Program: **CA Polytechnic State University, San Luis Obispo**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

A number of innovative initiatives are moving forward at Cal Poly's University Center for Teacher Education. UCTE is co-chairing the newly approved presidential initiative, the University Center for Excellence in Science and Mathematics Education, which will focus on recruiting and preparing more math and science teachers, offering up-to-date professional development for experienced teachers, and studying best practices in content pedagogical knowledge. A new professor in the Multiple Subject Program with expertise in elementary science education will provide leadership in the Center, beginning Fall 2004. In the Single Subject Program, content educators and special education faculty are working together to improve secondary candidates' knowledge of and skills in teaching a special needs population. In Special Education, there is a new blended credential program for special educators that integrates credential coursework into the Liberal Studies undergraduate curriculum. Across programs, UCTE has developed a web-based student advising system that will help faculty and students monitor progress toward credential completion. Finally, all of Cal Poly's teaching credential curricula have met rigorous new California Commission on Teacher Credentialing standards that were implemented Fall 2003. 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

Institution/Program: **CA Polytechnic State University, San Luis Obispo**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	236	236	0
Single Subject Candidates	154	154	0
Education Specialist Candidates	102	102	0
Totals	492	492	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	118	118	0
Single Subject Candidates	91	91	0
Education Specialist Candidates	31	31	0
Totals	240	240	0

Institution/Program: **CA Polytechnic State University, San Luis Obispo**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**23**	**0**	**0**
In Academic Positions with Rights and Responsibilities	23	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**17**	**0**	**0**
In Academic Positions with Rights and Responsibilities	17	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	186	186	100%	98%	0	--	--
Basic Skills							
CBEST	186	186	100%	100%	0	--	--
Aggregate	186	186	100%	100%	0	--	--
Professional Knowledge/Pedagogy						--	
RICA	102	102	100%	98%	0		
Aggregate	102	102	100%	98%	0	--	--
Academic Content Areas						--	--
English S* (01)	1	--	--	100%	0	--	--
Praxis II English	1	--	--	99%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Aggregate	12	12	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	20	20	100%	100%	0	--	--
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
Aggregate	26	26	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	168	167	99%	99%
Basic Skills				
CBEST	168	168	100%	100%
Aggregate	168	168	100%	100%
Professional Knowledge/Pedagogy				
RICA	79	78	99%	99%
Aggregate	79	78	99%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Social Science S* (03)	6	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	6	--	--	100%
Aggregate	9	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	32	32	100%	100%
Agriculture S* (14)	2	--	--	100%
Home Economics S* (17)	1	--	--	100%
Aggregate	35	35	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CA State Polytechnic University, Pomona**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for 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 2002-2003

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 University, Pomona**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

The Department of Education conducted a self-study and credential program re-design that led to a successful early adoption of the new California Teacher Preparation Standards. Consistent with SB 2042, exemplary elements of the redesigned program include coursework that integrates theory and methodology specific to the needs of at-risk students, special needs students, and English language learners

The campus has created an All University Committee on Teacher Education. Its activities contribute to ensuring rigorous academic content preparation of teachers and represent a campus-wide priority. It reports to the Provost/Vice President for Academic Affairs and is co-chaired by the Dean of the College of Education and Integrative Studies and the Dean of the Colleges of Letters, Arts and Social Sciences. It involves subject mater faculty, education faculty, community college faculty, and K-12 educational leaders and is focused on recruiting and preparing highly qualified teachers.

The campus has established blended teacher credential programs that enable undergraduates to complete an academic major in Liberal Studies or Gender, Ethnicity and Multicultural Studies and begin on an efficient path toward completion of a teaching credential.

Within the BCLAD emphasis, supervisors receive specialized training at the beginning of every term on language-specific clinical supervision, including analysis of language interaction. Two specialized seminars are held for BCLAD candidates. These include a performance-based approach to assessment in which candidates do a demonstration lesson for English Language Learners at the level at which they will be teaching.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csupomona.edu/%7Eceis/doe/index.html

Institution/Program: **CA State Polytechnic University, Pomona**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	538	416	122
Single Subject Candidates	400	332	68
Education Specialist Candidates	146	95	51
Totals	1,084	843	241

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	340	218	122
Single Subject Candidates	167	99	68
Education Specialist Candidates	79	28	51
Totals	586	345	241

Institution/Program: **CA State Polytechnic University, Pomona**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**53**	**28**	**0**
In Academic Positions with Rights and Responsibilities	7	3	0
In Non-Academic Positions without Rights and Responsibilities	46	25	0
Single Subject Programs	**40**	**20**	**0**
In Academic Positions with Rights and Responsibilities	23	11	0
In Non-Academic Positions without Rights and Responsibilities	17	9	0
Education Specialist Programs	**14**	**11**	**0**
In Academic Positions with Rights and Responsibilities	1	2	0
In Non-Academic Positions without Rights and Responsibilities	13	9	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	19:1	16:1	0:1
Single Subject Programs	14:1	13:1	0:1
Education Specialist Programs	24:1	19:1	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 University, Pomona**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	0.5 to 2
Single Subject Programs	0.5 to 2
Education Specialist Programs	0.5 to 2

Institution/Program: CA State Polytechnic University, Pomona

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	357	349	98%	98%	157	156	99%
Basic Skills							
CBEST	357	357	100%	100%	157	157	100%
Aggregate	357	357	100%	100%	157	157	100%
Professional Knowledge/Pedagogy							
RICA	243	237	98%	98%	115	115	100%
Aggregate	243	237	98%	98%	115	115	100%
Academic Content Areas							
English S* (01)	4	--	--	100%	0	--	--
Praxis II English	4	--	--	99%	0	--	--
Math S* (02)	5	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	1	--	--
Music S* (13)	2	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	4	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	4	--	--	98%	1	--	--
Social Science S* (03)	2	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	1	--	--
Aggregate	17	16	94%	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	101	100	99%	100%	71	70	99%
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	103	102	99%	99%	72	71	99%

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

Institution/Program: CA State Polytechnic University, Pomona

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	269	269	100%	99%
Basic Skills				
CBEST	269	269	100%	100%
Aggregate	269	269	100%	100%
Professional Knowledge/Pedagogy				
RICA	217	217	100%	99%
Aggregate	217	217	100%	99%
Academic Content Areas				
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Aggregate	5	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	113	113	100%	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	114	114	100%	100%

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

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 2002-2003 (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. Credential candidates may choose an Internship route to a credential. Also offered: Administrative Services (Tier I), an Individualized Intern Certificate, and a Reading Certificate.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

There are many program qualities that contribute to excellence. 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. CBU candidates may student teach full-time for one semester with students who have diverse needs or they may choose an internship. Adjusting schedules for employed candidates 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. Multiple subjects candidates must complete a reading and phonics course; single subject candidates must take a reading and writing in the content area course. These prerequisite courses allow candidates to decide whether teaching is the right career choice.

Professional methods courses build upon the pre-requisite foundations. Multiple Subject Credential candidates focus upon math, science, language arts, social studies, and classroom management. Single Subject Credential candidates follow a similar sequence of professional courses including secondary methodolody, content area specialization, and classroom management. Internships and student teaching are 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 2002-2003

During the Fall semester of 2003, the SB2042 Teacher Preparation Program was approved for Single Subject, Multiple Subject and Internships. An additional advisory task force was put into place during that semester to receive feedback from local school district personnel during implementation. Another addition to the overall offerings was a Mild Moderate Level 2 Program. This allows candidates to move on smoothly from the Level 1 program within the required 5 years.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	115	113	2
Single Subject Candidates	61	53	8
Education Specialist Candidates	32	25	7
Totals	208	191	17

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	98	96	2
Single Subject Candidates	58	50	8
Education Specialist Candidates	32	25	7
Totals	188	171	17

Institution/Program: **California Baptist University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**2**	**0**
In Academic Positions with Rights and Responsibilities	14	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**8**	**4**	**0**
In Academic Positions with Rights and Responsibilities	8	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1**	**2**	**0**
In Academic Positions with Rights and Responsibilities	1	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 2002-2003*

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

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

Institution/Program: **California Baptist University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	14	350
Single Subject Programs	25	14	350
Education Specialist Programs	25	14	350

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: California Baptist University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	170	161	95%	98%	0	--	--
Basic Skills							
CBEST	168	168	100%	100%	0	--	--
Aggregate	168	168	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	113	105	93%	98%	0	--	--
Aggregate	113	105	93%	98%	0	--	--
Academic Content Areas							
English S* (01)	7	--	--	100%	0	--	--
Praxis II English	6	--	--	99%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
CSET Math III	1	--	--	38%	0	--	--
Aggregate	18	17	94%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	54	54	100%	100%	0	--	--
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	61	61	100%	99%	0	--	--

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

Institution/Program: California 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	109	109	100%	99%
Basic Skills				
CBEST	109	109	100%	100%
Aggregate	109	109	100%	100%
Professional Knowledge/Pedagogy				
RICA	68	68	100%	99%
Aggregate	68	68	100%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	42	42	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	1	--	--	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	46	46	100%	100%

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

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 2002-2003 (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 the new approved AB2042 program. The University is committed to and continues 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 2002-2003

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 2002-2003

California Lutheran University's professional teacher preparation program had submitted a new program to meet the AB2042 standards set by the California Commission for Teacher Credentialling. The Commission approved the new program in January of 2004 and new candidates are enrolled 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 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:

ww2.clunet.edu/graduate/school_of_education/master_education/index.php

Institution/Program: **California Lutheran University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	176	138	38
Single Subject Candidates	110	74	36
Education Specialist Candidates	76	0	76
Totals	362	212	150

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	110	92	18
Single Subject Candidates	62	37	25
Education Specialist Candidates	35	0	35
Totals	207	129	78

Institution/Program: **California Lutheran University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**6**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	6	6	0
Single Subject Programs	**2**	**11**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	2	10	0
Education Specialist Programs	**0**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	0	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1	60:1	0:1
Single Subject Programs	18:1	60:1	0:1
Education Specialist Programs	0:1	60:1	0:1

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

Institution/Program: **California Lutheran University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	98	96	98%	98%	0	--	--
Basic Skills							
CBEST	98	98	100%	100%	0	--	--
Aggregate	98	98	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	63	62	98%	98%	0	--	--
Aggregate	63	62	98%	98%	0	--	--
Academic Content Areas							
English S* (01)	3	--	--	100%	0	--	--
Praxis II English	3	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
Aggregate	33	33	100%	99%	0	--	--

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

Institution/Program: California 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	115	114	99%	99%
Basic Skills				
CBEST	115	115	100%	100%
Aggregate	115	115	100%	100%
Professional Knowledge/Pedagogy				
RICA	78	77	99%	99%
Aggregate	78	77	99%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Social Science S* (03)	7	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	7	--	--	100%
Aggregate	19	19	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	53	53	100%	100%
Home Economics S* (17)	1	--	--	100%
Aggregate	54	54	100%	100%

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

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 2002-2003 (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, five 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 2002-2003

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 an 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 2002-2003

CalStateTEACH has implemented its revised curriculum, designed to meet the new California Senate Bill 2042 Standards of Quality and Effectiveness for Professional Preparation Programs. The revised program has strengthened its content in its strategies for teaching English learners, as well as adaptations for effective teaching to students with special needs.

CalStateTEACH has expanded its teacher productivity tools that are available to all teacher candidates and faculty. In addition to the lesson planning tool, this year an electronic web-based unit builder has been added, using the same website and format as the lesson planning tool. Another productivity tool that has been added this year is the Directed Response Folio (DRF). The DRF allows teacher candidates to submit their assignments in this electronic tool so that CalStateTEACH faculty can provide immediate feedback and assessment to each teacher candidate. This tool also provides teacher candidates a means of organizing their work throughout the program, and at the conclusion of the program, all teacher candidates can download a complete electronic portfolio of their work.

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

Institution/Program: CalStateTEACH

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,028	105	923
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,028	105	923

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1028	105	923
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,028	105	923

Institution/Program: CalStateTEACH

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**81**	**81**	
In Academic Positions with Rights and Responsibilities	81	81	
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20:1	20:1	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: **CalStateTEACH**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	385	374	97%
Basic Skills							
CBEST	0	--	--	100%	385	385	100%
Aggregate	0	--	--	100%	385	385	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	380	369	97%
Aggregate	0	--	--	98%	380	369	97%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	298	298	100%
CSET MSE I	0	--	--	97%	1	--	--
CSET MSE II	0	--	--	94%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	0	--	--	99%	299	299	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (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 2002-2003

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 2002-2003

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 received initial accreditation for it Multiple Subject/Single Subject and Internship 2042 Teacher Preparation Program Documents from the California Commission for Teacher Credentialing (CCTC) and designed a plan for the implementation for the state required testing of all teachers using the California Teacher Performance Assessment (CTPA). The university has updated and extended its internship agreements with several school districts and county offices across the state to better assist with current district teacher shortages. Performance Assessment Finally, the university is actively engaged in collaborative discussions with our local districts on the S.B. 2042 Induction Standards as well as submitting its SB 2042 Fifth Year of Study Program. Chapman University CCTC liaison:

Dr. Ellen Curtis-Pierce
Assistant Provost for Teacher Education
ecpierce@chapman.edu

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

chapman.edu

Institution/Program: **Chapman University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,601	2,447	154
Single Subject Candidates	1,972	1,907	65
Education Specialist Candidates	457	449	8
Totals	5,030	4,803	227

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1107	972	135
Single Subject Candidates	707	657	50
Education Specialist Candidates	120	115	5
Totals	1,934	1,744	190

Institution/Program: **Chapman University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**139**	**49**	**0**
In Academic Positions with Rights and Responsibilities	139	49	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**124**	**21**	**0**
In Academic Positions with Rights and Responsibilities	124	21	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**23**	**2**	**0**
In Academic Positions with Rights and Responsibilities	23	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9:1	9:1	0:1
Single Subject Programs	9:1	9:1	0:1
Education Specialist Programs	9:1	9:1	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	8	16	128
Single Subject Programs	8	16	128
Education Specialist Programs	8	16	128

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: Chapman University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	1427	1393	98%	98%	186	177	95%
Basic Skills							
CBEST	1427	1427	100%	100%	186	186	100%
Aggregate	1427	1427	100%	100%	186	186	100%
Professional Knowledge/Pedagogy							
RICA	849	833	98%	98%	129	120	93%
Aggregate	849	833	98%	98%	129	120	93%
Academic Content Areas							
Art S* (12)	7	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	8	--	--	98%	0	--	--
English S* (01)	80	80	100%	100%	10	10	100%
Praxis II English	79	78	99%	99%	10	10	100%
French S* (11)	4	--	--	100%	0	--	--
French: Skills Praxis II (0171)	4	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	4	--	--	100%	0	--	--
Japanese S* (21)	2	--	--	100%	0	--	--
Spanish S* (10)	10	10	100%	100%	0	--	--
Spanish: Skills Praxis II (0192)	10	9	90%	97%	0	--	--
Spanish: Analysis Praxis II (0193)	10	8	80%	91%	0	--	--
Math S* (02)	27	27	100%	100%	5	--	--
Math Praxis II (0063 + 0064)	27	27	100%	100%	5	--	--
Music S* (13)	10	10	100%	100%	0	--	--
Music Praxis II (0111 + 0112)	10	10	100%	100%	0	--	--
Biology S* (04 + 05)	37	37	100%	99%	3	--	--
Biology Praxis II (0233 + 0433)	37	37	100%	98%	3	--	--
Science Praxis Test II	10	9	90%	93%	0	--	--
Chemistry S* (04 + 06)	6	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	6	--	--	98%	1	--	--
Geoscience S* (04 + 07)	11	10	91%	96%	0	--	--
Physics S* (04 + 08)	6	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	6	--	--	96%	0	--	--
Social Science S* (03)	41	41	100%	100%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	43	43	100%	100%	3	--	--
CSET English I	7	--	--	97%	0	--	--
CSET English II	7	--	--	94%	0	--	--
CSET English III	6	--	--	93%	0	--	--
CSET English IV	6	--	--	90%	0	--	--
CSET Math I	4	--	--	62%	0	--	--
CSET Math II	4	--	--	77%	0	--	--
CSET Math III	3	--	--	38%	0	--	--
CSET Social Sci I	4	--	--	85%	0	--	--
CSET Social Sci II	4	--	--	93%	0	--	--
CSET Social Sci III	4	--	--	92%	0	--	--
CSET Science I	4	--	--	98%	1	--	--
CSET Science II	4	--	--	100%	1	--	--
CSET Sci III Bio/Life	2	--	--	96%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
Aggregate	264	253	96%	98%	23	23	100%
Other Content Areas							

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

Institution/Program: **Chapman University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	1228	1223	100%	99%
Basic Skills				
CBEST	1228	1228	100%	100%
Aggregate	1228	1228	100%	100%
Professional Knowledge/Pedagogy				
RICA	742	737	99%	99%
Aggregate	742	737	99%	99%
Academic Content Areas				
Art S* (12)	7	--	--	100%
Art Praxis II (20131 + 20132)	7	--	--	100%
English S* (01)	63	63	100%	100%
English Praxis II (20042)	63	63	100%	100%
German S* (20)	1	--	--	100%
Spanish S* (10)	10	10	100%	100%
Spanish: Skills Praxis II (20192)	10	10	100%	100%
Spanish: Analysis Praxis II (30193)	10	10	100%	100%
Math S* (02)	32	32	100%	100%
Math Praxis II (20063 + 30064)	32	32	100%	100%
Music S* (13)	8	--	--	100%
Music Praxis II (30111 + 20112)	8	--	--	100%
Biology S* (04 + 05)	23	23	100%	100%
Biology Praxis II (30233 + 30433)	23	23	100%	100%
Chemistry S* (04 + 06)	4	--	--	100%
Chemistry Praxis II (30242 + 30433)	4	--	--	100%
Geoscience S* (04 + 07)	7	--	--	100%
Geoscience Praxis II (30433)	7	--	--	100%
Physics S* (04 + 08)	2	--	--	100%
Physics Praxis II (30262 + 30433)	2	--	--	100%
Social Science S* (03)	67	67	100%	100%
Soc. Studies Praxis II (20082 + 20083)	67	67	100%	100%
Aggregate	224	224	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	535	535	100%	100%
Business S* (15)	18	18	100%	100%
Health Science S* (16)	11	11	100%	100%
Home Economics S* (17)	5	--	--	100%
Industrial + Tech Ed. S* (18)	1	--	--	100%
Physical Education S* (09)	11	11	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

The SB2042 revised Multiple and Single Subject Teaching Credential Programs are now approved at Christian Heritage College. These programs, based on the California Standards for the Teaching Profession and implemented through the application of the Teaching Performance Expectations in each of the professional courses, contain additional embedded course content in teaching English learners and special needs students, in applying health education concepts, and in integrating technology to improve instruction. Professional ability in meeting the Teaching Performance Expectations will be measured by the four tasks of the Teaching Performance Assessment.

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

http://www.christianheritage.edu/academics/departments/education/credential.htm

Institution/Program: **Christian Heritage College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	28	28	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	33	33	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	28	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	33	33	0

Institution/Program: **Christian Heritage College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	0:1	0:1
Single Subject Programs	1.67:1	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: **Christian Heritage College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	20	16	320
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	33	33	100%	98%	0	--	--
Basic Skills							
CBEST	33	33	100%	100%	0	--	--
Aggregate	33	33	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	28	100%	98%	0	--	--
Aggregate	28	28	100%	98%	0	--	--
Academic Content Areas							
English S* (01)	1	--	--	100%	0	--	--
Praxis II English	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	27	27	100%	100%	0	--	--
Aggregate	27	27	100%	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	26	25	96%	99%
Basic Skills				
CBEST	26	26	100%	100%
Aggregate	26	26	100%	100%
Professional Knowledge/Pedagogy				
RICA	19	18	95%	99%
Aggregate	19	18	95%	99%
Academic Content Areas				
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	15	15	100%	100%
Health Science S* (16)	1	--	--	100%
Aggregate	16	16	100%	100%

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

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 2002-2003 (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 fullfill 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 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 2002-2003

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. Continued 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 2002-2003

CGU will begin a new Education Specialist Level I Mild/Moderate Credential Program in June 2004. This innovative and exciting Special Education program was approved by the California Commission on Teacher Credentialing on March 18, 2004. The program will be highly integrated with the general education credential program, focusing on excellence, equity and integrity. Additionally, the general education program will include more deeply integrated practical strategies to assist all teachers in working more successfully with their special needs students from culturally and linguistically diverse populations. General and special educators will learn to work together collaboratively to enhance success for all special needs students.

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

Institution/Program: **Claremont Graduate University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	70	4	66
Single Subject Candidates	43		43
Education Specialist Candidates			
Totals	113	4	109

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	70	4	66
Single Subject Candidates	43		43
Education Specialist Candidates			
Totals	113	4	109

Institution/Program: **Claremont Graduate University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**9**	
In Academic Positions with Rights and Responsibilities	1	9	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs		**6**	
In Academic Positions with Rights and Responsibilities		6	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8:1	8:1	0:1
Single Subject Programs	0:1	8:1	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: **Claremont Graduate University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	113	112	99%
Basic Skills							
CBEST	0	--	--	100%	113	113	100%
Aggregate	0	--	--	100%	113	113	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	67	67	100%
Aggregate	0	--	--	98%	67	67	100%
Academic Content Areas							
English S* (01)	0	--	--	100%	13	13	100%
Praxis II English	0	--	--	99%	12	12	100%
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Math S* (02)	0	--	--	100%	6	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	99%	4	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	4	--	--
Chemistry S* (04 + 06)	0	--	--	98%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	98%	2	--	--
Social Science S* (03)	0	--	--	100%	5	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	5	--	--
CSET English I	0	--	--	97%	1	--	--
CSET English II	0	--	--	94%	1	--	--
CSET English III	0	--	--	93%	1	--	--
CSET English IV	0	--	--	90%	1	--	--
CSET Science I	0	--	--	98%	3	--	--
CSET Science II	0	--	--	100%	3	--	--
CSET Sci III Bio/Life	0	--	--	96%	3	--	--
Aggregate	0	--	--	98%	35	34	97%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	42	42	100%
Aggregate	0	--	--	99%	42	42	100%

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

Institution/Program: Claremont Graduate University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	84	83	99%	99%
Basic Skills				
CBEST	84	84	100%	100%
Aggregate	84	84	100%	100%
Professional Knowledge/Pedagogy				
RICA	61	60	98%	99%
Aggregate	61	60	98%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	8	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	29	29	100%	100%
Aggregate	29	29	100%	100%

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

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 2002-2003 (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 DACP is a tuition-free, district sponsored Multiple Subject teacher-credentialing program, accredited by the California Commission on Teacher Credentialing. The program provides a high quality, two-year professional development sequence that meets the requirements for an SB 2042 Preliminary California Multiple Subject credential. Classes meet in the district twice a week during the first year of the program and once a week during the second year. Unlike traditional programs, this alternative waives student teaching for full-time paid service in the district. Participants receive salary credits and placement on the salary scale for coursework completed in the program. Interns are also assigned a peer coach to assist them as they begin their teaching career. Also, district interns may be eligible to apply for the Assumption Program of Loans for Education (APLE).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

During the 2002-2003 school year, the program was able to successfully prepare candidates to be effective teachers.

As part of the program, all interns attended a monthly professional performance seminar. This seminar is intended to guide them in their creation of a professional portfolio. During these seminars, interns engaged in reflective conversations about the CSTPs that resulted in the creation of more meaningful portfolio artificats. In addition, the portfolio process was resdesigned to ensure that the artifacts demonstrated each candidate's competency in the California Standards for the Teaching Profession.

The program also made a large effort to assign interns peer coaches who were serving on the same grade level and at the same chool site to provide the best possible support. Peer coaches were also paid per meeting with their asigned intern rather than a lump sum to encourage weekly meetings.

Institution/Program: **Compton 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 2002-2003

There have been many changes in the program as a result of SB 2042. The major changes are in the areas of coursework, fieldwork, and assessment.

Candidates now take an increased amount of coursework. Under the Ryan program, candidates spent approximately 220 hours in class over two years. Interns are now in class for over 300 hours during the two program. This change reflects an increased amount of time spent learning about educational psychology, instruction of culturally and linguistically diverse students, and working with special students.

The fieldwork component of the program changed significantly from the Ryan program to the new Senate Bill 2042 program. Under the original Ryan program, school site administrators served as fieldwork supervisors. As administrators have numerous responsibilities, district interns were often observed as little as twice a year. Therefore, each intern is now assigned a fieldwork supervisor. Fieldwork supervisors evaluate interns a minimum of five times per semester or twenty times throughout the program. For each evaluative classroom visit, Fieldwork Supervisors conduct a pre-observation conference and a post-observation conference. This design gives the Fieldwork Supervisors numerous opportunities to provide feedback to interns.

Under the SB 2042 program, interns must successfully complete the California Commission on Teacher Credentialing Teaching Performance Assessment (TPA). The TPA is used to summatively assess the interns' performance in relation to the TPEs. The TPA consists of four tasks, each worth four points. Interns must receive an overall score of at least 12. The CCTC-established rubrics are used to assess the TPA.

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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	45		45
Single Subject Candidates			
Education Specialist Candidates			
Totals	45		45

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	45		45
Single Subject Candidates			
Education Specialist Candidates			
Totals	45		45

Institution/Program: **Compton USD**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**19**
In Academic Positions with Rights and Responsibilities			19
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	2.4:1
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: **Compton USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	20	20	100%
Basic Skills							
CBEST	0	--	--	100%	20	20	100%
Aggregate	0	--	--	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	20	20	100%
Aggregate	0	--	--	98%	20	20	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	24	24	100%	99%
Basic Skills				
CBEST	24	24	100%	100%
Aggregate	24	24	100%	100%
Professional Knowledge/Pedagogy				
RICA	24	24	100%	99%
Aggregate	24	24	100%	99%

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

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 2002-2003 (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 2002-2003

Many features contributed to program excellence and effectiveness for teacher education candidates during 2002-2003.

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.

Institution/Program: **Concordia University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

The following policies/practices which impact program excellence have been approved during the 2002-2003 academic year.

1. All multiple subject program completers are required to pass CSET for student teaching beginning in spring 2005. We believe that we are not adding to the excellence of our candidates if we allow them the extended time provided by the CTC in order to pass their CSET.
2. Post baccalaureate candidates are required to submit passing subject matter scores prior to admission into the program if their majors and teaching fields are not congruent.
3. During this current year Concordia implemented the TPA for all students in the SB2042 program. The first group took TPA 1 and 2 in fall and now are completing TPA 3 and 4 during their student teaching. The second group is currently working on TPA 1 and 2.
4. This is the first year that a 30 hour field component is being required in Student Teaching I the semester prior to full-semester student teaching. Previously, the 30 hour field component was included in the 2nd course of the program. The students are gaining much more through having these field hours concurrently with content methods and following the basic planning skills course.
5. A new course has been added to the Liberal Studies Major – Child Development Concentration. This course is "Helping Children Cope with Stress and Violence". The concepts of this course will definitely assist students in becoming ready for their future classrooms.
6. A new science education faculty member was added to the School of Education and he has raised the level of preparation of all our multiple subject candidates for teaching science. (The new course was added with the SB2042 program.)

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

Institution/Program: Concordia University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	197	196	1
Single Subject Candidates	102	102	0
Education Specialist Candidates	0	0	0
Totals	299	298	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	96	95	1
Single Subject Candidates	36	36	0
Education Specialist Candidates	0	0	0
Totals	132	131	1

Institution/Program: **Concordia University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**23**	**1**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	20	1	0
Single Subject Programs	**11**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	115	114	99%	98%	0	--	--
Basic Skills							
CBEST	114	114	100%	100%	0	--	--
Aggregate	114	114	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	82	82	100%	98%	0	--	--
Aggregate	82	82	100%	98%	0	--	--
Academic Content Areas							
Art S* (12)	2	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
English S* (01)	3	--	--	100%	0	--	--
Praxis II English	3	--	--	99%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Aggregate	16	16	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	49	49	100%	100%	0	--	--
Business S* (15)	2	--	--	97%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	58	57	98%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	137	137	100%	99%
Basic Skills				
CBEST	137	137	100%	100%
Aggregate	137	137	100%	100%
Professional Knowledge/Pedagogy				
RICA	110	110	100%	99%
Aggregate	110	110	100%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	15	15	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	81	81	100%	100%
Health Science S* (16)	2	--	--	100%
Physical Education S* (09)	4	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	4	--	--	100%
Aggregate	87	87	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

An additional Professional Development School program in a second local school district to be started Fall 2004.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csub.edu Go to Academic Programs, then to School of Education

Institution/Program: **CSU Bakersfield**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,070	945	125
Single Subject Candidates	423	320	103
Education Specialist Candidates	382	184	198
Totals	1,875	1,449	426

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	542	469	73
Single Subject Candidates	177	134	43
Education Specialist Candidates	158	30	128
Totals	877	633	244

Institution/Program: **CSU Bakersfield**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**40**	**27**	
In Academic Positions with Rights and Responsibilities	12	8	
In Non-Academic Positions without Rights and Responsibilities	28	19	
Single Subject Programs	**7**	**1**	
In Academic Positions with Rights and Responsibilities	5	1	
In Non-Academic Positions without Rights and Responsibilities	2	0	
Education Specialist Programs	**2**	**6**	
In Academic Positions with Rights and Responsibilities	0	3	
In Non-Academic Positions without Rights and Responsibilities	2	3	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	15:1	0:1
Single Subject Programs	15:1	15:1	0:1
Education Specialist Programs	15:1	30:1	0:1

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

Institution/Program: **CSU Bakersfield**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	10	350
Single Subject Programs	35	19	665
Education Specialist Programs	40	10	400

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	317	313	99%	98%	87	87	100%
Basic Skills							
CBEST	317	317	100%	100%	87	87	100%
Aggregate	317	317	100%	100%	87	87	100%
Professional Knowledge/Pedagogy							
RICA	216	212	98%	98%	43	43	100%
Aggregate	216	212	98%	98%	43	43	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	6	--	--	100%	6	--	--
Praxis II English	6	--	--	99%	6	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	1	--	--
Math S* (02)	1	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	2	--	--
Biology S* (04 + 05)	3	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	2	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
Aggregate	16	16	100%	98%	13	13	100%
Other Content Areas							
MSAT (0140 + 0151)	58	58	100%	100%	16	16	100%
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	6	--	--	97%	0	--	--
Health Science S* (16)	3	--	--	100%	2	--	--
Physical Education S* (09)	2	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	1	--	--
CSET MSE I	0	--	--	97%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	70	70	100%	99%	20	20	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	303	303	100%	99%
Basic Skills				
CBEST	303	303	100%	100%
Aggregate	303	303	100%	100%
Professional Knowledge/Pedagogy				
RICA	236	236	100%	99%
Aggregate	236	236	100%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Math S* (02)	4	--	--	100%
Math Praxis II (20063 + 30064)	4	--	--	100%
Chemistry S* (04 + 06)	2	--	--	100%
Chemistry Praxis II (30242 + 30433)	2	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	17	17	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	77	77	100%	100%
Health Science S* (16)	1	--	--	100%
Aggregate	78	78	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Channel Islands**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

Our image for teacher education begins with a vision for K-12 schools in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with an increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Young people who complete their schooling are the most educationally, socially and economically advantaged. They become adults who are lifelong learners and have the basic skills necessary for leading a full and rewarding life in an interdependent society and an information and service-driven economy. The power of educators to make the fundamental difference in students' lives makes education the most important social service.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The Education Program builds from the foundation of the undergraduate Liberal Studies option in Teaching and Learning (Elementary Subject Matter Program). Our Multiple Subject Credential Program contributes to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams.

The Multiple Subject Credential Program has been approved by the California Commission on Teacher Credentialing. Students who are hired by local public schools on Long-Term Emergency Permits and Pre-Intern Credentials may upgrade to "No Child Left Behind" highly-qualified teacher status by participating in a University Internship program, a collaborative effort between CSU Channel Islands and the employing school district.

The Multiple Subject Credential Program prepares teachers to work with students in grades K-8 with responsibility for all subject areas in a self-contained classroom. It specifically emphasizes the preparation of teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language in the elementary school setting. An underlying principle of the program is the belief that all children (regardless of race, ethnicity, gender, ability or economic status) are capable of learning. Emphasis is placed on the K-8 student as actively engaged in his/her learning.

Institution/Program: **CSU Channel Islands**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

·Graduated the first cohort of 15 Multiple Subject candidates in the newly approved SB2042 Credential Program, while serving a total of three cohorts in the first year of instruction

·Constructed a teaching and learning technology-rich “SMART” classroom for teacher credential students and faculty

·Received a $25,000 grant from Verizon to begin a second technology-enriched classroom

·Opened University Preparation School, a charter school dedicated to dual language, integrated arts and multi-grade classes for professional development with a $400,000 planning and implementation grant serving 350 students in kindergarten to grade five

·Delivered a professional development strand in probability and statistics to teachers county-wide, collaborating with California Lutheran University on a California Math Project

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

Institution/Program: **CSU Channel Islands**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	66	65	1
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	66	65	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66	65	1
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	66	65	1

Institution/Program: **CSU Channel Islands**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	22.5:1	22.5:1	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: **CSU Channel Islands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
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 2002-2003

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

Institution/Program: CSU Channel Islands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	15	15	100%	98%	0	--	--
Basic Skills							
CBEST	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	15	100%	98%	0	--	--
Aggregate	15	15	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	99%	0	--	--

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

Institution/Program: CSU Channel Islands

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (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 2002-2003

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 2002-2003

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

Institution/Program: CSU Chico

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	335	314	21
Single Subject Candidates	217	189	28
Education Specialist Candidates	108	33	75
Totals	660	536	124

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	310	291	19
Single Subject Candidates	198	173	25
Education Specialist Candidates	108	33	75
Totals	616	497	119

Institution/Program: CSU Chico

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**31**	**6**	
In Academic Positions with Rights and Responsibilities	26	6	
In Non-Academic Positions without Rights and Responsibilities	5		
Single Subject Programs	**22**	**12**	
In Academic Positions with Rights and Responsibilities	21	12	
In Non-Academic Positions without Rights and Responsibilities	1		
Education Specialist Programs	**11**	**11**	
In Academic Positions with Rights and Responsibilities	3	3	
In Non-Academic Positions without Rights and Responsibilities	8	8	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25:1	25:1	0:1
Single Subject Programs	34:1	32:1	0:1
Education Specialist Programs	25:1	25:1	0:1

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

Institution/Program: CSU Chico

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	28	840
Single Subject Programs	16	28	448
Education Specialist Programs	20	32	640

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	461	452	98%	98%	73	73	100%
Basic Skills							
CBEST	461	458	99%	100%	73	73	100%
Aggregate	461	458	99%	100%	73	73	100%
Professional Knowledge/Pedagogy							
RICA	290	286	99%	98%	35	35	100%
Aggregate	290	286	99%	98%	35	35	100%
Academic Content Areas							
Art S* (12)	0	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
English S* (01)	7	--	--	100%	2	--	--
Praxis II English	6	--	--	99%	2	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
CSET Science I	2	--	--	98%	1	--	--
CSET Science II	2	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	96%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	13	12	92%	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	61	60	98%	100%	13	13	100%
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	3	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	71	69	97%	99%	13	13	100%

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

Institution/Program: CSU Chico

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	382	381	100%	99%
Basic Skills				
CBEST	382	382	100%	100%
Aggregate	382	382	100%	100%
Professional Knowledge/Pedagogy				
RICA	257	256	100%	99%
Aggregate	257	256	100%	99%
Academic Content Areas				
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	4	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	82	82	100%	100%
Health Science S* (16)	2	--	--	100%
Home Economics S* (17)	1	--	--	100%
Aggregate	85	85	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Dominiguez 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 linguisitically 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 2002-2003

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 Dominiguez 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 2002-2003

During the current year, all newly admitted basic credential students are enrolled in the new, SB 2042 program that was piloted in the PDS cohort during the 2002-2003 academic year. Faculty have been trained in the TPA system developed on campus and we are currently testing the new assessment system and conducting validation studies.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csudh.edu/soe/main_index.htm

Institution/Program: **CSU Dominiguez Hills**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	3,672	898	2,774
Single Subject Candidates	1,469	343	1,126
Education Specialist Candidates	1,462	322	1,140
Totals	6,603	1,563	5,040

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1961	537	1,424
Single Subject Candidates	589	148	441
Education Specialist Candidates	524	148	376
Totals	3,074	833	2,241

Institution/Program: **CSU Dominiguez Hills**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**15**	**83**	**0**
In Academic Positions with Rights and Responsibilities	5	14	0
In Non-Academic Positions without Rights and Responsibilities	10	69	0
Single Subject Programs	**30**	**45**	**0**
In Academic Positions with Rights and Responsibilities	4	8	0
In Non-Academic Positions without Rights and Responsibilities	26	37	0
Education Specialist Programs	**3**	**23**	**0**
In Academic Positions with Rights and Responsibilities	0	4	0
In Non-Academic Positions without Rights and Responsibilities	3	19	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	24:1	0:1

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

Institution/Program: **CSU Dominiguez Hills**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: CSU Dominiguez 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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	739	738	100%	98%	503	503	100%
Basic Skills							
CBEST	739	739	100%	100%	503	503	100%
Aggregate	739	739	100%	100%	503	503	100%
Professional Knowledge/Pedagogy							
RICA	524	523	100%	98%	413	413	100%
Aggregate	524	523	100%	98%	413	413	100%

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

Institution/Program: **CSU Dominiguez 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	836	822	98%	99%
Basic Skills				
CBEST	836	836	100%	100%
Aggregate	836	836	100%	100%
Professional Knowledge/Pedagogy				
RICA	676	662	98%	99%
Aggregate	676	662	98%	99%
Academic Content Areas				
English S* (01)	12	12	100%	100%
English Praxis II (20042)	12	12	100%	100%
Spanish S* (10)	5	--	--	100%
Spanish: Skills Praxis II (20192)	5	--	--	100%
Spanish: Analysis Praxis II (30193)	5	--	--	100%
Math S* (02)	6	--	--	100%
Math Praxis II (20063 + 30064)	6	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Social Science S* (03)	6	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	6	--	--	100%
Aggregate	35	35	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	339	339	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	3	--	--	100%
Home Economics S* (17)	1	--	--	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	345	345	100%	100%

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

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 2002-2003 (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%, African-American - 2%, White Not-Hispanic - 75% and other -1%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 2002-2003

The Kremen School of Education and Human Development has established the Central Valley Education Leadership Institute. This is an Ancillary Unit of the university and part of the Academic Comprehensive Campaign. The purpose of the Institute is to provide leadership programs and initiatives to meet the needs of state-wide educational leaders. Superintendent academies, school site leadership team training, inservice for school board members, and other activities will be included within the Institute.

Teacher education faculty have worked through the year to design a new basic teacher credential program aligned with SB2042 standards. The new program will be a 34 unit, sequenced program, based on a cohort delivery model. Embedded within the course clusters are the California Standards for the Teaching Profession, the California Commission on Teacher Credentialing Performance Expectations and Assessments, as well as components that meet the requirements of NCATE.

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

Institution/Program: CSU Fresno

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,649	1,606	43
Single Subject Candidates	505	469	36
Education Specialist Candidates	281	270	11
Totals	2,435	2,345	90

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	898	855	43
Single Subject Candidates	264	228	36
Education Specialist Candidates	63	52	11
Totals	1,225	1,135	90

Institution/Program: CSU Fresno

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**38**	**7**	**0**
In Academic Positions with Rights and Responsibilities	17	1	0
In Non-Academic Positions without Rights and Responsibilities	21	6	0
Single Subject Programs	**36**	**9**	**0**
In Academic Positions with Rights and Responsibilities	21	3	0
In Non-Academic Positions without Rights and Responsibilities	15	6	0
Education Specialist Programs	**6**	**2**	**0**
In Academic Positions with Rights and Responsibilities	6	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25:1	25:1	0:1
Single Subject Programs	25:1	25:1	0:1
Education Specialist Programs	25:1	25:1	0:1

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

Institution/Program: **CSU Fresno**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	682	640	94%	98%	79	77	97%
Basic Skills							
CBEST	682	680	100%	100%	79	79	100%
Aggregate	682	680	100%	100%	79	79	100%
Professional Knowledge/Pedagogy							
RICA	511	473	93%	98%	39	37	95%
Aggregate	511	473	93%	98%	39	37	95%
Academic Content Areas							
Art S* (12)	0	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
English S* (01)	5	--	--	100%	0	--	--
Praxis II English	5	--	--	99%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	1	--	--
Social Science S* (03)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	1	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	11	11	100%	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	73	71	97%	100%	6	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
Physical Education S* (09)	2	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	1	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	80	78	98%	99%	7	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	571	563	99%	99%
Basic Skills				
CBEST	571	571	100%	100%
Aggregate	571	571	100%	100%
Professional Knowledge/Pedagogy				
RICA	446	437	98%	99%
Aggregate	446	437	98%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Aggregate	2	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	108	108	100%	100%
Agriculture S* (14)	1	--	--	100%
Business S* (15)	1	--	--	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	112	112	100%	100%

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

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 2002-2003 (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 2002-2003

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 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.

Institution/Program: **CSU Fullerton**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

California State University (CSU), Fullerton continues to be a participant in the CSU Education Deans' survey studies of beginning teachers that have been credentialed by their institutions. Survey data are collected from elementary, secondary and special education beginning teachers and their supervisor (principal, department head, etc.) during the last quarter of their first year of teaching. These data are analyzed at the system level and the results for each campus and the composite of all the CSUs are sent to each CSU. Fullerton uses their results to identify strengths and weaknesses in their programs.

Fullerton has a long history of strong collaborative activities with the County Department of Education offices and the school districts from a large geographic area. There are student teaching agreements with seventy-four (74) school districts. As a consequence of SB2042 Fullerton has engaged in cooperative efforts with districts to assist them with their teacher induction programs and to providing an effective transition from pre-service to in-service for beginning teachers.

An on-line Master of Science in Instructional Design and Technology has been designed, developed and implemented. The first cohort will graduate in the Spring, 2004.

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

hdcs.fullerton.edu/Education/

Institution/Program: CSU Fullerton

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	795	728	67
Single Subject Candidates	327	210	117
Education Specialist Candidates	288	184	104
Totals	1,410	1,122	288

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	699	642	57
Single Subject Candidates	199	135	64
Education Specialist Candidates	142	94	48
Totals	1,040	871	169

Institution/Program: CSU Fullerton

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**107**	**37**	
In Academic Positions with Rights and Responsibilities	107	37	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**26**	**19**	
In Academic Positions with Rights and Responsibilities	26	19	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**17**	**19**	
In Academic Positions with Rights and Responsibilities	17	19	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6.0:1	1.5:1	0:1
Single Subject Programs	6.5:1	4.3:1	0:1
Education Specialist Programs	6.9:1	3.1:1	0:1

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

Institution/Program: **CSU Fullerton**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	667	661	99%	98%	164	158	96%
Basic Skills							
CBEST	667	667	100%	100%	164	164	100%
Aggregate	667	667	100%	100%	164	164	100%
Professional Knowledge/Pedagogy							
RICA	502	497	99%	98%	70	67	96%
Aggregate	502	497	99%	98%	70	67	96%
Academic Content Areas							
English S* (01)	0	--	--	100%	1	--	--
Praxis II English	0	--	--	99%	1	--	--
Spanish S* (10)	2	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	1	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	2	--	--
Chemistry S* (04 + 06)	1	--	--	98%	2	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	2	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
CSET Science I	1	--	--	98%	2	--	--
CSET Science II	1	--	--	100%	2	--	--
CSET Sci III Bio/Life	1	--	--	96%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
Aggregate	11	11	100%	98%	10	7	70%
Other Content Areas							
MSAT (0140 + 0151)	224	224	100%	100%	21	21	100%
Business S* (15)	6	--	--	97%	4	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
CSET MSE I	10	10	100%	97%	0	--	--
CSET MSE II	10	10	100%	94%	0	--	--
CSET MSE III	10	10	100%	98%	0	--	--
Aggregate	240	239	100%	99%	26	26	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	734	732	100%	99%
Basic Skills				
CBEST	734	734	100%	100%
Aggregate	734	734	100%	100%
Professional Knowledge/Pedagogy				
RICA	513	511	100%	99%
Aggregate	513	511	100%	99%
Academic Content Areas				
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	6	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	417	417	100%	100%
Business S* (15)	1	--	--	100%
Aggregate	418	418	100%	100%

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

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 2002-2003 (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 2002-2003

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.

Institution/Program: **CSU Hayward**

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 2002-2003

The Single Subject Credential faculty have re-designed the discreet pathway program to adhere to the SB 2042 standards. CCTC approved the program in January 2004. The Multiple Subject Credential faculty have also re-designed their program to adhere to SB 2042 standards. CCTC approval has been delayed for some clarification, but is expected to be received by the summer quarter start of the new cohorts.
Both programs have now streamlined the supervision of field experience to concentrate supervision when students actually need it and have modified or replaced previous courses to meet the new standards.

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

Institution/Program: CSU Hayward

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	542	323	219
Single Subject Candidates	190	64	126
Education Specialist Candidates	63	63	0
Totals	795	450	345

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	434	287	147
Single Subject Candidates	151	45	106
Education Specialist Candidates	32	32	0
Totals	617	364	253

Institution/Program: **CSU Hayward**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**35**	**8**	**0**
In Academic Positions with Rights and Responsibilities	0	8	0
In Non-Academic Positions without Rights and Responsibilities	35	0	0
Single Subject Programs	**13**	**3**	**0**
In Academic Positions with Rights and Responsibilities	0	3	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Education Specialist Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0.40:1	0.40:1	0:1
Single Subject Programs	0.40:1	0.40:1	0:1
Education Specialist Programs	0.48:1	0:1	0:1

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

Institution/Program: **CSU Hayward**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	24	576
Single Subject Programs	13	36	468
Education Specialist Programs	23	20	460

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	1.25
Single Subject Programs	1.25
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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	383	383	100%	99%	n/a		
Basic Skills							
CBEST	383	383	100%	100%	n/a		
Aggregate	383	383	100%	100%	n/a		
Professional Knowledge/Pedagogy							
RICA	225	225	100%	99%	n/a		
Aggregate	225	225	100%	99%	n/a		
Academic Content Areas							
English S* (01)	14	14	100%	100%	n/a		
English Praxis II (20042)	14	14	100%	100%	n/a		
Math S* (02)	3	--	--	100%	n/a		
Math Praxis II (20063 + 30064)	3	--	--	100%	n/a		
Biology S* (04 + 05)	4	--	--	100%	n/a		
Biology Praxis II (30233 + 30433)	4	--	--	100%	n/a		
Social Science S* (03)	15	15	100%	100%	n/a		
Soc. Studies Praxis II (20082 + 20083)	15	15	100%	100%	n/a		
Aggregate	36	36	100%	100%	n/a		
Other Content Areas							
MSAT (10140 + 20151)	145	145	100%	100%	n/a		
Physical Education S* (09)	2	--	--	100%	n/a		
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%	n/a		
Aggregate	147	147	100%	100%	n/a		
					n/a		

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

Institution/Program: CSU 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	383	383	100%	99%
Basic Skills				
CBEST	383	383	100%	100%
Aggregate	383	383	100%	100%
Professional Knowledge/Pedagogy				
RICA	225	225	100%	99%
Aggregate	225	225	100%	99%
Academic Content Areas				
English S* (01)	14	14	100%	100%
English Praxis II (20042)	14	14	100%	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	4	--	--	100%
Biology Praxis II (30233 + 30433)	4	--	--	100%
Social Science S* (03)	15	15	100%	100%
Soc. Studies Praxis II (20082 + 20083)	15	15	100%	100%
Aggregate	36	36	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	145	145	100%	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	147	147	100%	100%

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

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 2002-2003 (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 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 2002-2003

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, and continues to grow. The ITEP program begins blending content learning and pedagogy as early as the freshman year. 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 2002-2003

During the 2002-03 year, Multiple Subject Credential Program (MSCP) faculty implemented performance based assessment which is embedded across the required coursework in the program. The assessments are aligned with the California Teaching Performance Expectations and reflect California Teaching Performance Assessment-like activities. The MSCP Evaluation Coordinator began work on aligning program evaluation instruments with NCATE 2000 standards, which emphasize not only performance assessment of teacher candidates but also how MSCP students influence student achievement in the K-8 classrooms.

During 2002-03, the Single Subject Credential Program (SSCP) accomplished two major goals: (a) revision of program application materials and processes and (b) professional development workshops for faculty around implementation of the revised credential program (see 2001-02 report). As part of (b), the program brought faculty together by course to ensure that the California Teaching Performance Expectations associated with each course were being implemented.

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

Institution/Program: CSU Long Beach

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,684	1,597	87
Single Subject Candidates	890	867	23
Education Specialist Candidates	258	195	63
Totals	2,832	2,659	173

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	636	604	32
Single Subject Candidates	334	311	23
Education Specialist Candidates	70	43	27
Totals	1,040	958	82

Institution/Program: **CSU Long Beach**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**60**	**14**	
In Academic Positions with Rights and Responsibilities	60	14	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**101**	**12**	
In Academic Positions with Rights and Responsibilities	40	3	
In Non-Academic Positions without Rights and Responsibilities	61	9	
Education Specialist Programs	**8**	**6**	
In Academic Positions with Rights and Responsibilities	8	6	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1	24:1	0:1
Single Subject Programs	16:1	24:1	0:1
Education Specialist Programs	24:1	24:1	0:1

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

Institution/Program: **CSU Long Beach**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	894	882	99%	98%	31	31	100%
Basic Skills							
CBEST	894	894	100%	100%	31	31	100%
Aggregate	894	894	100%	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	580	568	98%	98%	24	24	100%
Aggregate	580	568	98%	98%	24	24	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	18	18	100%	100%	0	--	--
Praxis II English	17	17	100%	99%	0	--	--
Japanese S* (21)	2	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	8	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	98%	0	--	--
Social Science S* (03)	16	16	100%	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	100%	1	--	--
CSET Social Sci I	2	--	--	85%	0	--	--
CSET Social Sci II	2	--	--	93%	0	--	--
CSET Social Sci III	2	--	--	92%	0	--	--
Aggregate	53	53	100%	98%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	330	330	100%	100%	16	16	100%
Health Science S* (16)	3	--	--	100%	1	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	0	--	--
CSET MSE I	4	--	--	97%	0	--	--
CSET MSE II	4	--	--	94%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Aggregate	341	341	100%	99%	17	17	100%

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

Institution/Program: CSU 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	550	549	100%	99%
Basic Skills				
CBEST	550	550	100%	100%
Aggregate	550	550	100%	100%
Professional Knowledge/Pedagogy				
RICA	330	329	100%	99%
Aggregate	330	329	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
German S* (20)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Social Science S* (03)	15	15	100%	100%
Soc. Studies Praxis II (20082 + 20083)	15	15	100%	100%
Aggregate	18	18	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	178	178	100%	100%
Home Economics S* (17)	1	--	--	100%
Aggregate	179	179	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Los Angeles**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the Charter College of Education is to enable educators to meet high standards and ensure the maximum learning and achievement potential of culturally and linguistically diverse urban learners. Guided by this mission, College faculty and staff continued to further implement the unit assessment plan that is aligned with the conceptual framework of an urban focus, the charter status and governance structure (School as a Whole), and a commitment to diversity as an asset. This year 2162 credentials were recommended, an 18% increase over the previous year, and 414 students received master's degrees. The College issued 848 emergency permits, the third year of dramatic decline since AY 1999-2000 (i.e., 20%, 23% and 64% respectively).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The faculty continued to further refine the wholly integrated assessment system that provides the opportunity for all segments of the College to engage in data driven decision making. An electronic management system has been completed and includes a website that provides a portal to all of the College's accreditation activities and documents. The College continues to build and maintain strong partnerships with preK-12 schools in its service area. The College and Division Community Advisory Committees met and worked together with College administrators, faculty, and staff to improve the effectiveness of the assessment system and preparation programs. Multiple surveys continued to be administered to assess programs including current student surveys, university student teaching supervisors, 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 2002-2003

Faculty in the Division of Curriculum and Instruction completed the development of the SB 2042 multiple and single subject credential programs and they were approved by the California Commission on Teacher Credentialing on May 22, 2003. These programs represent an integrated, developmental approach to teacher preparation with early field work experiences and teacher performance expectations embedded in the content-specific early field experiences. The College began admitting students to those programs in Fall, 2003. The College received approval to begin a third joint doctorate, an Ed.D. in Leadership for Education with a focus on Curriculum and Instruction with UC Riverside and three other CSU campuses.

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

Institution/Program: CSU Los Angeles

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,970	1,847	123
Single Subject Candidates	983	983	0
Education Specialist Candidates	779	648	131
Totals	3,732	3,478	254

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	795	775	20
Single Subject Candidates	393	393	0
Education Specialist Candidates	180	145	35
Totals	1,368	1,313	55

Institution/Program: **CSU Los Angeles**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**37**	**11**	
In Academic Positions with Rights and Responsibilities	7	0	
In Non-Academic Positions without Rights and Responsibilities	30	11	
Single Subject Programs	**26**	**0**	
In Academic Positions with Rights and Responsibilities	7	0	
In Non-Academic Positions without Rights and Responsibilities	19	0	
Education Specialist Programs	**16**	**10**	
In Academic Positions with Rights and Responsibilities	9	5	
In Non-Academic Positions without Rights and Responsibilities	7	5	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	0:1	0:1
Education Specialist Programs	25:1	25:1	0:1

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

Institution/Program: **CSU Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	994	957	96%	98%	59	58	98%
Basic Skills							
CBEST	994	994	100%	100%	59	59	100%
Aggregate	994	994	100%	100%	59	59	100%
Professional Knowledge/Pedagogy							
RICA	709	675	95%	98%	56	55	98%
Aggregate	709	675	95%	98%	56	55	98%
Academic Content Areas							
Art S* (12)	2	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
English S* (01)	17	16	94%	100%	0	--	--
Praxis II English	17	16	94%	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	6	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	6	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	6	--	--	91%	0	--	--
Math S* (02)	11	11	100%	100%	0	--	--
Math Praxis II (0063 + 0064)	12	12	100%	100%	0	--	--
Biology S* (04 + 05)	5	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	5	--	--	98%	0	--	--
Chemistry S* (04 + 06)	3	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Aggregate	51	50	98%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	258	256	99%	100%	26	26	100%
Health Science S* (16)	11	11	100%	100%	2	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	271	269	99%	99%	28	28	100%

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

Institution/Program: CSU 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	583	582	100%	99%
Basic Skills				
CBEST	583	583	100%	100%
Aggregate	583	583	100%	100%
Professional Knowledge/Pedagogy				
RICA	420	419	100%	99%
Aggregate	420	419	100%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Spanish S* (10)	3	--	--	100%
Spanish: Skills Praxis II (20192)	3	--	--	100%
Spanish: Analysis Praxis II (30193)	3	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	10	10	100%	100%
Soc. Studies Praxis II (20082 + 20083)	10	10	100%	100%
Aggregate	22	22	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	164	164	100%	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	165	165	100%	100%

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

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 2002-2003 (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 ELA/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 2002-2003

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 2002-2003

We are in the process of implementing a new curriculum design for fall '04 based on SB2042 requirements.

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

Institution/Program: CSU Monterey Bay

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	166	112	54
Single Subject Candidates	22	7	15
Education Specialist Candidates	42	40	2
Totals	230	159	71

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	108	82	26
Single Subject Candidates	19	5	14
Education Specialist Candidates	42	40	2
Totals	169	127	42

Institution/Program: **CSU Monterey Bay**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**	**9**	**0**
In Academic Positions with Rights and Responsibilities	12	9	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Single Subject Programs	**12**	**12**	**0**
In Academic Positions with Rights and Responsibilities	9	9	0
In Non-Academic Positions without Rights and Responsibilities	3	3	0
Education Specialist Programs	**8**	**10**	**0**
In Academic Positions with Rights and Responsibilities	7	7	0
In Non-Academic Positions without Rights and Responsibilities	1	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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.

Institution/Program: **CSU Monterey Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	600
Single Subject Programs	25	30	750
Education Specialist Programs	20	30	600

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	126	124	98%	98%	27	27	100%
Basic Skills							
CBEST	124	124	100%	100%	26	26	100%
Aggregate	124	124	100%	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	80	78	98%	98%	26	26	100%
Aggregate	80	78	98%	98%	26	26	100%
Academic Content Areas							
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	18	18	100%	100%	9	--	--
Aggregate	18	18	100%	99%	9	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	121	118	98%	99%
Basic Skills				
CBEST	121	121	100%	100%
Aggregate	121	121	100%	100%
Professional Knowledge/Pedagogy				
RICA	121	118	98%	99%
Aggregate	121	118	98%	99%
Other Content Areas				
MSAT (10140 + 20151)	46	46	100%	100%
Aggregate	46	46	100%	100%

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

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 2002-2003 (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 2002-2003

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.

Institution/Program: **CSU Northridge**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

CSUN is in its second year of participation in the "Teachers for a New Era" initiative. A baseline pilot data collection project with LAUSD has been designed. Arts and Sciences and Education faculty are engaged in dialogue with K-14 faculty concerning pedagogical content knowledge. Three clinical sites (elementary, middle, high school) have been identified. A pilot two-year Residency Program for beginning teachers has been conceptualized.

The Center for Teaching and Learning hosted a Schools Attuned Facilitator Development Academy for college faculty and area teachers. Selected teacher candidates received foundational training in Schools Attuned content. Planning for the construction of the Learning Achievement Center continues. The CTL research team is focusing on the impact of Schools Attuned training on student outcomes, special education, and teacher instructional practices.

Construction progresses on the new LAUSD high school located on the CSUN campus. It will be comprised of three small learning communities -- teaching, health, and performing/media arts. A Planning Committee with representation from the University and LAUSD Local District A is guiding the general planning. Once classroom teachers have been selected, they will work with CSUN faculty during the summer to develop the curriculum.

The National Council for Accreditation of Teacher Education selected CSUN to participate in the Reading First Teacher Preparation Network to develop a national model for preparing teachers to teach reading. NCATE's grant supports implementation of scientifically-based reading research and instruction at primarily minority-serving institutions with the goal of raising P-12 student achievement in reading.

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

http://www.csun.edu/~sch_educ/

Institution/Program: CSU Northridge

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	3,805	3,532	273
Single Subject Candidates	980	504	476
Education Specialist Candidates	463	300	163
Totals	5,248	4,336	912

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	933	752	181
Single Subject Candidates	831	355	476
Education Specialist Candidates	285	139	146
Totals	2,049	1,246	803

Institution/Program: **CSU Northridge**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**74**	**21**	**0**
In Academic Positions with Rights and Responsibilities	70	21	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Single Subject Programs	**62**	**33**	**0**
In Academic Positions with Rights and Responsibilities	9	2	0
In Non-Academic Positions without Rights and Responsibilities	53	31	0
Education Specialist Programs	**21**	**12**	**0**
In Academic Positions with Rights and Responsibilities	9	6	0
In Non-Academic Positions without Rights and Responsibilities	12	6	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	36	14	504
Single Subject Programs	13.75	32	440
Education Specialist Programs	25	16	400

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	848	848	100%	98%	198	196	99%
Basic Skills							
CBEST	848	848	100%	100%	198	198	100%
Aggregate	848	848	100%	100%	198	198	100%
Professional Knowledge/Pedagogy							
RICA	594	594	100%	98%	124	122	98%
Aggregate	594	594	100%	98%	124	122	98%
Academic Content Areas							
Art S* (12)	2	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	1	--	--
English S* (01)	17	17	100%	100%	12	12	100%
Praxis II English	17	17	100%	99%	12	12	100%
German S* (20)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	4	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	4	--	--
Biology S* (04 + 05)	2	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	2	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	2	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	98%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	0	--	--	96%	2	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	2	--	--
Social Science S* (03)	16	16	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	100%	0	--	--
CSET English I	2	--	--	97%	0	--	--
CSET English II	2	--	--	94%	0	--	--
CSET English III	2	--	--	93%	0	--	--
CSET English IV	2	--	--	90%	0	--	--
CSET Social Sci I	2	--	--	85%	0	--	--
CSET Social Sci II	2	--	--	93%	0	--	--
CSET Social Sci III	2	--	--	92%	0	--	--
CSET Science I	2	--	--	98%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	96%	0	--	--
Aggregate	51	51	100%	98%	24	24	100%
Other Content Areas							
MSAT (0140 + 0151)	310	310	100%	100%	62	62	100%
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	33	33	100%	100%	13	13	100%
Physical Education S* (09)	4	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	1	--	--
CSET MSE I	8	--	--	97%	1	--	--
CSET MSE II	8	--	--	94%	1	--	--
CSET MSE III	8	--	--	98%	1	--	--
Aggregate	356	356	100%	99%	77	77	100%

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

Institution/Program: CSU 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	821	820	100%	99%
Basic Skills				
CBEST	821	821	100%	100%
Aggregate	821	821	100%	100%
Professional Knowledge/Pedagogy				
RICA	656	655	100%	99%
Aggregate	656	655	100%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Spanish S* (10)	3	--	--	100%
Spanish: Skills Praxis II (20192)	3	--	--	100%
Spanish: Analysis Praxis II (30193)	3	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Social Science S* (03)	10	10	100%	100%
Soc. Studies Praxis II (20082 + 20083)	10	10	100%	100%
Aggregate	17	17	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	445	445	100%	100%
Health Science S* (16)	1	--	--	100%
Aggregate	446	446	100%	100%

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

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 2002-2003 (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, regional county offices of education, our public school colleagues, and our candidates to develop high quality, meaningful and stimulating 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 region is rich with linguistic, ethnic 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, Japanese and other Asian Pacific Islander's communities. Children from first generation Mexican and Sikh farm work families attend school alongside the monolingual English-speaking children of third and fourth generation European American families. Only one in four of the individuals who teach or will be hired to teach in schools serving students from diverse language or cultural backgrounds come from those same groups. We in teacher preparation at CSUS face the following challenges: (1) increasing the numbers of teacher well prepared to address the needs of low income, culturally, ethnically, and linguistically diverse students; (2) increasing the numbers of new teachers in high needs areas of science, mathematics, bilingual education and special education; and (3) ensuring that fieldwork and mentoring gives new teachers the confidence and competence in "best practices" pedagogy for all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

During the 2002-2003 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 twelve Professional Development Schools (PDS), promotes increased interaction between the host cooperating teachers and the university faculty who meet regularlyto plan for the growth of student teachers. At PDSs, candidates, site teachers and university faculty collaborate on inquiry-based projects around the area of effective schooling for diverse students.

Offerings in the elementary (Multiple Subject) program include: two-semester daytime program with a BCLAD Emphasis option; three-semester daytime program; and a four-semester, evening program. Our secondary (Single Subject) program includes a two-semester and a three-semester program, with a BCLAD Emphasis option. CSUS special education programs serve both local candidates on campus as well as candidates in high-need outlying locations. In these off-campus programs, as far away as 100 miles, CSUS faculty teach evening/weekend classes and internships have been developed. Additionally, CSUS is in the process of developing an internship program in special education with a local urban school district, anticipated to be implemented in Summer or Fall of 2004.

Institution/Program: **CSU Sacramento**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

During the 2002-2003 school year, the College implemented the fourth-year activities of the Federal Title II Teacher Quality Enhance grant. This Title II grant, which supports the work of the Equity Network, has positively impacted the schools and learning of the students in those schools as well as the effectiveness of our candidates and mentor teachers. Currently, the Equity Network consists of a set of twelve (12) Professional Development Schools (PDSs) in which CSUS pre-service teachers learn to become effective urban school educators. CSUS faculty, K-12 master teachers, and student teachers collaboratively learn how to adapt school programs so that ALL children are successful learners, engage the parent community in the educational process, and broaden and deepen their own professional understanding of effective urban education. About 20 College of Education faculty, across two departments, currently work with Equity Network PDSs. Over 100 cooperating teachers and student teachers are actively engaged in PDS work.

In collaboration with other colleges at CSUS, the College of Education has instituted three (3) new blended programs: one (1) at the Multiple Subject level, and two (2) at the Single Subject level – mathematics and physical education. During 2002-2003 two (2) cohorts of students (51 total) were enrolled in the Multiple Subject Blended Program. These collaborations enable CSUS to efficiently prepare candidates with both in-depth subject mater knowledge and pedagogical skills in a more condensed timeframe than the traditional fifth year credential programs.

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

Institution/Program: CSU Sacramento

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	652	576	76
Single Subject Candidates	322	301	21
Education Specialist Candidates	312	262	50
Totals	1,286	1,139	147

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	502	426	76
Single Subject Candidates	246	235	11
Education Specialist Candidates	31	31	0
Totals	779	692	87

Institution/Program: **CSU Sacramento**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**242**	**10**	**10**
In Academic Positions with Rights and Responsibilities	44	10	10
In Non-Academic Positions without Rights and Responsibilities	198	0	0
Single Subject Programs	**64**	**10**	**10**
In Academic Positions with Rights and Responsibilities	56	10	10
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	**10**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	18:1	18:1
Single Subject Programs	24:1	18:1	18:1
Education Specialist Programs	24:1	0:1	0:1

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

Institution/Program: **CSU Sacramento**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	533	524	98%	98%	91	91	100%
Basic Skills							
CBEST	533	533	100%	100%	91	91	100%
Aggregate	533	533	100%	100%	91	91	100%
Professional Knowledge/Pedagogy							
RICA	394	385	98%	98%	79	79	100%
Aggregate	394	385	98%	98%	79	79	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	7	--	--	100%	3	--	--
Praxis II English	7	--	--	99%	3	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Aggregate	18	18	100%	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	196	196	100%	100%	44	44	100%
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
CSET MSE I	4	--	--	97%	0	--	--
CSET MSE II	4	--	--	94%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Aggregate	201	201	100%	99%	44	44	100%

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

Institution/Program: CSU Sacramento

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	620	616	99%	99%
Basic Skills				
CBEST	619	619	100%	100%
Aggregate	619	619	100%	100%
Professional Knowledge/Pedagogy				
RICA	437	433	99%	99%
Aggregate	437	433	99%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Social Science S* (03)	5	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	5	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	272	272	100%	100%
Health Science S* (16)	1	--	--	100%
Aggregate	273	273	100%	100%

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

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 2002-2003 (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 that the campus community is made up of 32% Hispanic, 12.5% African American, 43% Caucasian, 7.3 % Asian, 1% Native American, 0.3% Pacific Islander, and 4.2% other. These data are quite similar to the graduation rates of the region.

Teacher education credential candidates include fifth year student teachers and employed interns. Many candidates are first generation college students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 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 currently active in public schools and/or recently retired. Many of these professors have worked within the COE for ten or more years.

Institution/Program: **CSU San Bernardino**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Faculty designed new multiple and single subject programs to meet State Senate Bill 2042 standards. Faculty also collaborated in the preparation of a state-approved Senate Bill 2042 induction program for a 56-school district consortium. PT3 funding continued with increased emphasis on engaging faculty and students with 3 school partners and technology-assisted instruction. An on-line package of professional clear courses was developed and offered. The funded Jason Project engaged 5-10 students, teachers, faculty, and the community in NASA sponsored real time experiences led by Dr. Ballard. Our work toward unit assessment included developed of department annual reports and efforts to better align the assessment plan with the Conceptual Framework.

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

Institution/Program: **CSU San Bernardino**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,600	1,101	499
Single Subject Candidates	785	495	290
Education Specialist Candidates	665	532	133
Totals	3,050	2,128	922

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	716	392	324
Single Subject Candidates	197	81	116
Education Specialist Candidates	201	120	81
Totals	1,114	593	521

Institution/Program: **CSU San Bernardino**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**64**	**61**	**0**
In Academic Positions with Rights and Responsibilities	10	7	0
In Non-Academic Positions without Rights and Responsibilities	54	54	0
Single Subject Programs	**22**	**30**	**0**
In Academic Positions with Rights and Responsibilities	5	5	0
In Non-Academic Positions without Rights and Responsibilities	17	25	0
Education Specialist Programs	**10**	**15**	**0**
In Academic Positions with Rights and Responsibilities	3	2	0
In Non-Academic Positions without Rights and Responsibilities	7	13	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	8:1	8:1	0:1

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

Institution/Program: **CSU San Bernardino**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	494	484	98%	98%	406	395	97%
Basic Skills							
CBEST	494	494	100%	100%	406	406	100%
Aggregate	494	494	100%	100%	406	406	100%
Professional Knowledge/Pedagogy							
RICA	395	385	97%	98%	289	278	96%
Aggregate	395	385	97%	98%	289	278	96%
Academic Content Areas							
Art S* (12)	1	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
English S* (01)	8	--	--	100%	7	--	--
Praxis II English	8	--	--	99%	7	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	2	--	--
Math S* (02)	1	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	4	--	--
Biology S* (04 + 05)	1	--	--	99%	8	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	8	--	--
Science Praxis Test II	1	--	--	93%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	2	--	--
Social Science S* (03)	2	--	--	100%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	4	--	--
Aggregate	16	16	100%	98%	28	28	100%
Other Content Areas							
MSAT (0140 + 0151)	136	136	100%	100%	104	104	100%
Business S* (15)	2	--	--	97%	1	--	--
Health Science S* (16)	16	16	100%	100%	4	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	99%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	2	--	--
CSET MSE I	4	--	--	97%	3	--	--
CSET MSE II	4	--	--	94%	3	--	--
CSET MSE III	4	--	--	98%	3	--	--
Aggregate	159	159	100%	99%	115	115	100%

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

Institution/Program: CSU San Bernardino

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	508	498	98%	99%
Basic Skills				
CBEST	508	508	100%	100%
Aggregate	508	508	100%	100%
Professional Knowledge/Pedagogy				
RICA	382	372	97%	99%
Aggregate	382	372	97%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	5	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	5	--	--	100%
Aggregate	20	20	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	146	146	100%	100%
Business S* (15)	2	--	--	100%
Health Science S* (16)	2	--	--	100%
Home Economics S* (17)	1	--	--	100%
Industrial + Tech Ed. S* (18)	1	--	--	100%
Physical Education S* (09)	5	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	5	--	--	100%
Aggregate	157	157	100%	100%

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

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 2002-2003 (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 2002-2003

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.

Institution/Program: **CSU San Marcos**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Examples of program enhancements and initiatives during the 2002-03 academic year include:

1) The college 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 of our 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 2002 and have continued into 2003.

2) Cal State San Marcos 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, as a part of the academic blueprint, 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/COE

Institution/Program: CSU San Marcos

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	796	745	51
Single Subject Candidates	79	79	0
Education Specialist Candidates	100	50	50
Totals	975	874	101

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	549	518	31
Single Subject Candidates	76	76	0
Education Specialist Candidates	64	34	30
Totals	689	628	61

Institution/Program: CSU San Marcos

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**66**	**5**	**0**
In Academic Positions with Rights and Responsibilities	28	4	0
In Non-Academic Positions without Rights and Responsibilities	38	1	0
Single Subject Programs	**10**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**10**	**3**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	7	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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.

Institution/Program: **CSU San Marcos**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	N/A
Education Specialist Programs	1.5

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	402	397	99%	98%	35	35	100%
Basic Skills							
CBEST	402	402	100%	100%	35	35	100%
Aggregate	402	402	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	349	344	99%	98%	35	35	100%
Aggregate	349	344	99%	98%	35	35	100%
Academic Content Areas							
English S* (01)	12	12	100%	100%	0	--	--
Praxis II English	11	11	100%	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Biology S* (04 + 05)	4	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Social Sci I	2	--	--	85%	0	--	--
CSET Social Sci II	2	--	--	93%	0	--	--
CSET Social Sci III	2	--	--	92%	0	--	--
CSET Science I	2	--	--	98%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	33	33	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	151	151	100%	100%	14	14	100%
CSET MSE I	2	--	--	97%	1	--	--
CSET MSE II	2	--	--	94%	1	--	--
CSET MSE III	2	--	--	98%	1	--	--
Aggregate	153	153	100%	99%	15	15	100%

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

Institution/Program: CSU San Marcos

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	336	332	99%	99%
Basic Skills				
CBEST	336	336	100%	100%
Aggregate	336	336	100%	100%
Professional Knowledge/Pedagogy				
RICA	306	302	99%	99%
Aggregate	306	302	99%	99%
Academic Content Areas				
English S* (01)	7	--	--	100%
English Praxis II (20042)	7	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	14	14	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	138	138	100%	100%
Aggregate	138	138	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU Stanislaus**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California State University, Stanislaus seeks to create a teaching and learning environment that enriches a diverse community and prepares students who are advocates for children and their communities. Since its founding in 1960, the university has reflected the fluid and dynamic environment of the state's Northern Central Valley. The College of Education's dedication to children and their communities is carried out in undergraduate, graduate, and credential programs preparing teachers, administrators, special educators, reading/language arts specialists, school counselors, instructional technologists, and physical and health educators. We offer the Multiple Subject Credential Program (MSCP) at three locations: on campus in Turlock and in Stockton and in Merced. The Single Subject Credential Program (SSCP) is field-based and holds classes in Manteca, Modesto, and Ceres. These teaching sites cover a distance of one-hundred miles from north to south and the same distances east to west in a rapidly developing 10,000 square mile area. The majority of our students are community college transfers. Many students hold multiple responsibilities outside the University; many are English language learners. The CSU Stanislaus teacher preparation programs have responded to the non-traditional needs of students by teaching in convenient locations, providing day and evening classes, establishing modular schedules, and maintaining internship programs. Our 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 2002-2003

Multiple and Single Subject Credential Program revisions were completed during the year, thereby placing increased attention on the alignment between K-12 student competencies and teacher preparation standards.

The 2002 CSU Systemwide Evaluation of Teacher Preparation was reviewed by K-12 practitioners for the purpose of providing input to improve program. Previous year findings were implemented in program revisions.

The CSU Systemwide Evaluation of Teacher Preparation highlighted the Single Subject field-based program's close connections with employers, i.e., principals and their positive perception of credential candidates' knowledge of subject matter.

Test preparation workshops for the Reading Instruction Competence Assessment (RICA), California Basic Educational Skills Test (CBEST), and the California Subject Examination for Teachers (CSET) provided assistance to over one-hundred students.

Institution/Program: **CSU Stanislaus**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

1. Technology is more highly integrated into Multiple Subject and Single Subject programs based on new Senate Bill 2042 standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.csustan.edu/AcadProg/deptoff.html

Institution/Program: CSU Stanislaus

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	732	662	70
Single Subject Candidates	124	107	17
Education Specialist Candidates	56	56	
Totals	912	825	87

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	379	316	63
Single Subject Candidates	124	107	17
Education Specialist Candidates	21	21	
Totals	524	444	80

Institution/Program: **CSU Stanislaus**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**37**	**20**	
In Academic Positions with Rights and Responsibilities	15	4	
In Non-Academic Positions without Rights and Responsibilities	22	16	
Single Subject Programs	**18**	**5**	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	16	4	
Education Specialist Programs	**2**	**0**	
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	12:1	0:1
Single Subject Programs	6:1	4:1	0:1
Education Specialist Programs	10:1	0:1	0:1

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

Institution/Program: **CSU Stanislaus**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	343	318	93%	98%	85	81	95%
Basic Skills							
CBEST	343	334	97%	100%	85	85	100%
Aggregate	343	334	97%	100%	85	85	100%
Professional Knowledge/Pedagogy							
RICA	290	272	94%	98%	63	59	94%
Aggregate	290	272	94%	98%	63	59	94%
Academic Content Areas							
English S* (01)	4	--	--	100%	0	--	--
Praxis II English	4	--	--	99%	0	--	--
Math S* (02)	2	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	1	--	--
Biology S* (04 + 05)	1	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	2	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	1	--	--
CSET Science I	0	--	--	98%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	96%	2	--	--
Aggregate	7	--	--	98%	6	--	--
Other Content Areas							
MSAT (0140 + 0151)	58	58	100%	100%	19	19	100%
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Aggregate	60	60	100%	99%	20	20	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	364	357	98%	99%
Basic Skills				
CBEST	359	359	100%	100%
Aggregate	359	359	100%	100%
Professional Knowledge/Pedagogy				
RICA	302	295	98%	99%
Aggregate	302	295	98%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
Japanese S* (21)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	10	10	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	77	77	100%	100%
Aggregate	77	77	100%	100%

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

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 2002-2003 (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 2002-2003

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 accelerated 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. Candidates continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a four year college/university in its immediate geographical area.

The undergraduate Blended Liberal Studies Program has faculty from Arts and Sciences working closely with faculty in Education and teachers from local schools.

The Fairfield Campus has been primarily an Intern Program. A collaborative relationship between Dominican University of California and local educators provide support for interns.

Special Education was reintroduced at Dominican University in Fall 2002. The program builds on many of the program qualities mentioned above.

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 2002-2003

The new 2042 program has been linked to the Teacher Program Expectations (TPE)required for the Credential. All Courses for the professional preparation program have incorporated the TPE's. This is being closely followed by Teacher Performance Assessment (TPA).

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

Institution/Program: **Dominican University of California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	273	255	18
Single Subject Candidates	160	135	25
Education Specialist Candidates	59	55	4
Totals	492	445	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	120	108	12
Single Subject Candidates	52	45	7
Education Specialist Candidates	3	3	0
Totals	175	156	19

Institution/Program: **Dominican University of California**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**5**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	23	4	0
Single Subject Programs	**25**	**7**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	23	6	0
Education Specialist Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	10:1	0:1
Single Subject Programs	12:1	10:1	0:1
Education Specialist Programs	12:1	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 2002-2003

	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 2002-2003

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

Institution/Program: Dominican University of California

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	156	152	97%	98%	19	19	100%
Basic Skills							
CBEST	156	156	100%	100%	19	19	100%
Aggregate	156	156	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	107	104	97%	98%	12	12	100%
Aggregate	107	104	97%	98%	12	12	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	6	--	--	100%	1	--	--
Praxis II English	6	--	--	99%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Biology S* (04 + 05)	2	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Math I	0	--	--	62%	1	--	--
CSET Math II	0	--	--	77%	1	--	--
CSET Social Sci I	3	--	--	85%	0	--	--
CSET Social Sci II	3	--	--	93%	0	--	--
CSET Social Sci III	3	--	--	92%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	22	21	95%	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	68	68	100%	100%	9	--	--
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	74	74	100%	99%	9	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	164	160	98%	99%
Basic Skills				
CBEST	164	164	100%	100%
Aggregate	164	164	100%	100%
Professional Knowledge/Pedagogy				
RICA	110	106	96%	99%
Aggregate	110	106	96%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	9	--	--	100%
English Praxis II (20042)	9	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Social Science S* (03)	10	10	100%	100%
Soc. Studies Praxis II (20082 + 20083)	10	10	100%	100%
Aggregate	27	27	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	79	79	100%	100%
Health Science S* (16)	1	--	--	100%
Physical Education S* (09)	3	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	3	--	--	100%
Aggregate	83	83	100%	100%

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

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 2002-2003 (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 holistically, and to modeling learning in community

The preparation program is marked by coursework and field experience that integrates theory and practice. Students who complete their credential at Fresno Pacific 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. Students can also complete the requirements for bilingual education while they are working on their basic teaching credential.

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. The basic multiple subject and special education programs are well articulated to facilitate students' opportunities to prepare for both careers

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

Fresno Pacific has been widely recognized in the central valley and beyond the valley for the outstanding quality of its teacher preparation program. Students often report that they have been well served by the individualized, careful advising they receive from their advisors and professors. Caring, respectful relationships are at the heart of the credential program. This is particularly evident in the cohort model through which students develop lasting professional friendships with their professors and peers. The credential program is supported through numerous partnerships with local schools and districts.

Students also report that the program is both academically rigorous and practical in terms of preparing for the classroom. Students document 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 2002-2003

Fresno Pacific is pleased to offer numerous new programs that have enriched the quality of its core program. The faculty at Fresno Pacific spent over two years revising and rewriting both the single and multiple subject programs. The California Commission on Teacher Credentialing approved these new programs during the fall, 2004 semester. The new program includes a rigorous summative performance assessment of all candidates, known as the "Teaching Performance Assessment (TPA)".

Recognizing the need for teachers to be prepared to use technology effectively in their classrooms, the program has been innovative in infusing technology throughout coursework. The program received a substantial grant from the federal government (PT3) to infuse the program with technology. All teacher education classes meet in technology-enriched classrooms and students are urged to come to class with their own laptop computer.

Since the integration of the new Level I special education credential developed under new CCTC standards and accredited in fall, 1999, numerous changes leading to improved educational specialist preparation have been implemented. One such change is the program titled "The Casa Experience", a weekend retreat that acquaints new students to the program and with their faculty. In addition, the program has developed a special education testing and assessment library.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
grad.fresno.edu//teachered.php

Institution/Program: **Fresno Pacific University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	155	140	15
Single Subject Candidates	55	38	17
Education Specialist Candidates	13	9	4
Totals	223	187	36

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	114	103	11
Single Subject Candidates	35	19	16
Education Specialist Candidates	6	4	2
Totals	155	126	29

Institution/Program: **Fresno Pacific University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**3**	**0**
In Academic Positions with Rights and Responsibilities	25	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**7**	**7**	**0**
In Academic Positions with Rights and Responsibilities	7	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4.2:1	3.6:1	0:1
Single Subject Programs	2.7:1	2.2:1	0:1
Education Specialist Programs	1:1	1:1	0:1

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

Institution/Program: **Fresno Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	100	99	99%	98%	29	28	97%
Basic Skills							
CBEST	100	100	100%	100%	29	29	100%
Aggregate	100	100	100%	100%	29	29	100%
Professional Knowledge/Pedagogy							
RICA	83	82	99%	98%	19	19	100%
Aggregate	83	82	99%	98%	19	19	100%
Academic Content Areas							
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Math S* (02)	0	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	7	--	--	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	17	17	100%	100%	5	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	18	18	100%	99%	6	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	113	113	100%	99%
Basic Skills				
CBEST	113	113	100%	100%
Aggregate	113	113	100%	100%
Professional Knowledge/Pedagogy				
RICA	80	80	100%	99%
Aggregate	80	80	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	6	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	25	25	100%	100%
Health Science S* (16)	1	--	--	100%
Home Economics S* (17)	1	--	--	100%
Aggregate	27	27	100%	100%

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

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 2002-2003 (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 Multiple and Single Subjects and Education Specialist: Mild/Moderate Disabilities credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve. The Department strives to encourage and support potential teachers who might not otherwise have the personal or financial resources to pursue a teaching career. Most students have had previous careers, so they bring experiences from a variety of backgrounds that they can share with peers and their future students. Students are considered for admission based on multiple measures of their potential for teaching excellence. The courses are offered at times that accommodate most working adults.

Both Multiple and Single subjects programs have met SB2042 standards, including preparation to teach English learners. The Education Specialist program has accredited for both Level I and Level II.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The faculty of the Education Department is particularly suited to preparing teachers for urban classrooms. Full-time faculty members have had extensive experience in local urban schools. In addition to teaching the core courses in all programs, they serve as field supervisors, academic advisers, and mentors as well. Adjunct faculty members, who teach many of the curriculum courses, are outstanding educational leaders who work in city school systems. The Department's long history in the area as a premier teacher preparation program means that there are many outstanding mentors and supporters at school sites for graduates of the program, as well as for student teacher placements. The faculty meets regularly to review candidate progress, both in coursework and in the field placement assignment.

The Holy Names program includes candidates completing the regular program with supervised student teaching, candidates serving as teachers of record in urban school districts with internship credentials, and in rare cases candidates working in schools with emergency teaching permits or pre-internship credentials issued by school districts. In the latter two cases, program completion requires a second supervised school placement, usually during the summer, where the candidate works within the classroom environment of a cooperating teacher, under supervision of a college supervisor. The program works closely with local beginning teacher support networks in school districts and county offices of education, to ensure linkages with district expectations and resources.

Institution/Program: **Holy Names 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 2002-2003

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 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	55	36
Single Subject Candidates	42	30	12
Education Specialist Candidates	43	12	31
Totals	176	97	79

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	9	10
Single Subject Candidates	7	1	6
Education Specialist Candidates	10	6	4
Totals	36	16	20

Institution/Program: **Holy Names College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**5**	**0**
In Academic Positions with Rights and Responsibilities	0	2	0
In Non-Academic Positions without Rights and Responsibilities	1	3	0
Single Subject Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26:1	26:1	0:1
Single Subject Programs	26:1	26:1	0:1
Education Specialist Programs	26:1	26:1	0:1

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

Institution/Program: **Holy Names College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	23	23	100%	98%	9	--	--
Basic Skills							
CBEST	23	23	100%	100%	9	--	--
Aggregate	23	23	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	98%	7	--	--
Aggregate	16	16	100%	98%	7	--	--
Academic Content Areas							
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
Aggregate	4	--	--	98%	2	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	5	--	--
Aggregate	13	13	100%	99%	5	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	32	32	100%	99%
Basic Skills				
CBEST	32	32	100%	100%
Aggregate	32	32	100%	100%
Professional Knowledge/Pedagogy				
RICA	18	18	100%	99%
Aggregate	18	18	100%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
Spanish S* (10)	2	--	--	100%
Spanish: Skills Praxis II (20192)	2	--	--	100%
Spanish: Analysis Praxis II (30193)	2	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	8	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	15	15	100%	100%
Aggregate	15	15	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

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

Institution/Program: **Hope International University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates			
Education Specialist Candidates			
Totals	21	21	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates			
Education Specialist Candidates			
Totals	21	21	

Institution/Program: **Hope International University**

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

Number of Supervising Teachers During 2002-2003
(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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	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: **Hope International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	8	360
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	21	21	100%	98%	0	--	--
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	21	21	100%	98%	0	--	--
Aggregate	21	21	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	14	14	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	25	24	96%	99%
Basic Skills				
CBEST	25	25	100%	100%
Aggregate	25	25	100%	100%
Professional Knowledge/Pedagogy				
RICA	25	24	96%	99%
Aggregate	25	24	96%	99%
Other Content Areas				
MSAT (10140 + 20151)	14	14	100%	100%
Aggregate	14	14	100%	100%

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

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 2002-2003 (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 responsiblility 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 2002-2003

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.

Institution/Program: **Humboldt State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Elementary and Secondary Education programs have received approval from the California Commission on Teacher Credentialing for new 2042 Programs and will implement the revised programs effective Fall 2004. The restructured programs are designed to prepare candidates to become exemplary teachers. Faculty in all programs have expanded their outreach efforts in the local community and work in a cohesive way with K-12 schools. The Education Specialist Program under the leadership of a new faculty member is expanding its recruitment efforts and will develop a blended program to attract undergraduates into special education. The Elementary Education Program is planning to develop a cooperative program with the East Bay Conservation Corp Charter School. The Secondary Education Program is continuing its successful partnership with Fortuna High School. The Secondary Education Program is a partner with the North Coast Mathematics and Science Initiative to increase the number of credentialed teachers in mathematics and science. The Education Department is offering a technology course in Crescent City, Del Norte County this summer for prospective teacher education candidates.

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

Institution/Program: **Humboldt State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	103	103	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	19	19	0
Totals	186	186	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	103	103	0
Single Subject Candidates	64	64	0
Education Specialist Candidates	19	19	0
Totals	186	186	0

Institution/Program: **Humboldt State University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**25**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Single Subject Programs	**20**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Education Specialist Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	39	16	624
Single Subject Programs	39	16	624
Education Specialist Programs	28	16	448

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	175	174	99%	98%	0	--	--
Basic Skills							
CBEST	175	174	99%	100%	0	--	--
Aggregate	175	174	99%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	112	112	100%	98%	0	--	--
Aggregate	112	112	100%	98%	0	--	--
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Biology S* (04 + 05)	6	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Social Science S* (03)	7	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	100%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	34	34	100%	100%	0	--	--
Business S* (15)	2	--	--	97%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
Aggregate	38	38	100%	99%	0	--	--

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

Institution/Program: **Humboldt State University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	170	170	100%	99%
Basic Skills				
CBEST	170	170	100%	100%
Aggregate	170	170	100%	100%
Professional Knowledge/Pedagogy				
RICA	104	104	100%	99%
Aggregate	104	104	100%	99%
Academic Content Areas				
Art S* (12)	3	--	--	100%
Art Praxis II (20131 + 20132)	3	--	--	100%
English S* (01)	7	--	--	100%
English Praxis II (20042)	7	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Social Science S* (03)	12	12	100%	100%
Soc. Studies Praxis II (20082 + 20083)	12	12	100%	100%
Aggregate	27	27	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	42	42	100%	100%
Physical Education S* (09)	3	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	3	--	--	100%
Aggregate	45	45	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **IMPACT - San Joaquin County Office of Education**

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 to more than 70 within a district. IMPACT provides training, concurrent with their teaching assignment, for multiple and single subject and education specialist teacher candidates.

The majority of teacher candidates within this program are recruited from the communities they serve and are often more mature than the typical college student. Many are changing careers to pursue teaching. Many candidates within the IMPACT program are interested in teaching in hard-to-staff schools including underperforming urban schools.

The goal of Project IMPACT is to support and train the best teachers for San Joaquin's classrooms. This is accomplished by attracting highly motivated, qualified candidates and providing them with intensive support which includes: being assigned to a cohort with whom they complete the program in support of each other; individualized coaching; and extensive coursework (over 300 hours). They are observed and coached by a supervisor (year 1=20 visits; year 2=10 visits). Additionally, they are supported by an on-site peer.

The interns complete their entire program with Project IMPACT. They complete the course work and apply for their preliminary credential; induction is completed in their last semester. They ultimately earn their clear California Professional Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. There is a committment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. They attend over 300 hours of coursework concurrent with their classroom assignment.

Institution/Program: **IMPACT - San Joaquin County Office of Education**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Project IMPACT has met and been approved under SB2029 for a district intern program for education specialist credentials, mild/moderate authorization.

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

Institution/Program: **IMPACT - San Joaquin County Office of Education**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	175		175
Single Subject Candidates	75		75
Education Specialist Candidates			
Totals	250		250

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	175		175
Single Subject Candidates	75		75
Education Specialist Candidates			
Totals	250		250

Institution/Program: **IMPACT - San Joaquin County Office of Education**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**17**
In Academic Positions with Rights and Responsibilities			17
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			**8**
In Academic Positions with Rights and Responsibilities			8
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	10:1
Single Subject Programs	0:1	0:1	9:1
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: **IMPACT - San Joaquin County Office of Education**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	N/A

Institution/Program: IMPACT - San Joaquin County Office of Education

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	75	73	97%
Basic Skills							
CBEST	0	--	--	100%	75	75	100%
Aggregate	0	--	--	100%	75	75	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	63	61	97%
Aggregate	0	--	--	98%	63	61	97%
Academic Content Areas							
Art S* (12)	0	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	98%	1	--	--
English S* (01)	0	--	--	100%	5	--	--
Praxis II English	0	--	--	99%	5	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	7	--	--
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	42	42	100%
Aggregate	0	--	--	99%	42	42	100%

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

Institution/Program: **IMPACT - San Joaquin County Office of Education**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	19	19	100%	99%
Basic Skills				
CBEST	19	19	100%	100%
Aggregate	19	19	100%	100%
Professional Knowledge/Pedagogy				
RICA	19	19	100%	99%
Aggregate	19	19	100%	99%

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

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 2002-2003 (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, prepares adult learners through non-traditional programs by briding 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 attracks 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 compentent, 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 are prepared to ensure that every child receives a rigorous and quality education.

IAC offers CCTC approved Multiple Subject preparation for undergraduates. The Committee on Accreditation approved IAC to prepare teachers in 2042 Multiple and Single Subject credentials with bilingual emphasis. The credential program offers courses at the post baccalaureate level.

Due to the proximity of San Diego to the Mexcian border, the student body represents lower socio economic groups, underrepresented groups, and English language learners. IAC's goal is to provide districts with competent bilingual bicultural teachers who reflect the diverse student population in the schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 prerequisite courses in Spanish, in teaching mathematics, linguistics, Mainstreaming Special Needs students, Health for Teachers, and Teaching Physical Education in Elementary Schools.

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 teacher aides or other employment. The monthly schedule accommodates the familiy and employment responsibilities of returning adult students.

The curriculum is designed to prepare candidates to meet the California Student Teacher Expectations. In their course work, instructors indentify the outcomes that are linked to the state frameworks, California student content standards, and certification standards.

Institution/Program: **Interamerican College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

In the new 2042 Credential programs, IAC requires that applicants for both the Multiple and Single Subject credentials pass the CBEST and CSET exams before being admitted into the program. These exams will ensure that they are NCLB qualified before applying for employment in a Title I School.

The undergraduate courses for Multiple Subject candidates are aligned to the CA student content standards. By graduation students declaring education as a goal will have passed the CBEST and CSET exams.

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

Institution/Program: Interamerican College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	17	17	0
Single Subject Candidates	7	7	0
Education Specialist Candidates	0	0	0
Totals	24	24	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	6	6	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	6	6	0

Institution/Program: **Interamerican College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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: **Interamerican College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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	NA	NA	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--		0	--	--
Basic Skills							
CBEST	0	--	--		0	--	--
Aggregate	0	--	--		0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **John F. Kennedy University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Department of Education at John F. Kennedy University was established in 1989 to prepare talented adults from diverse academic, cultural, and professional backgrounds for teaching in urban settings. The Education programs at JFKU are based on a theory of action that is guided by a strong emphasis on equity, multicultural understanding, community, and a vision of a more peaceful,
pluralistic,and democratic world. We are committed to developing educators who demonstrate a long-term commitment to principals of democratic schools and classrooms where diverse participation and voices are cultivated, and where students and every member of the school community are active agents in the decision-making processes and structures of schooling. We are committed to developing educators who will advocate for and promote educational equity and anti-racist practices, policies, and curricula in their schools and classrooms. We believe every student not only has a right to learn, but a right to learn under the most optimal conditions that nurture personal well being, excellence,
academic achievement, and success.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The underlying principles of our programs are grounded in research on effective teaching and focus on preparation of teachers for the "real world" of schooling. The content of our curricula encourages candidates to question issues related to equity of access and student outcomes while learning pedagogical approaches that create equitable learning opportunities for diverse learners. Our extensive
fieldwork requirements are designed to provide candidates with multiple opportunities to apply theory to practice under the mentorship of exemplary educators. Our formative and summative assessment procedures promote ongoing self assessment and reflection.

Institution/Program: **John F. Kennedy University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

During 2002, we implemented our program to address standards specified in AB 1059 mandates. The program places strong emphasis on teaching English learners.

During the 2002-2003 year, faculty and administration of the department reviewed and revised, as needed, course syllabi and program procedures to meet mandates of SB 2042 and CCTC Standards of Quality and Effectiveness for multiple and single subject credentials. Our modified programs were approved by CCTC in September 2003 and implementation is currently underway.

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

Institution/Program: **John F. Kennedy University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	35	19	16
Single Subject Candidates	25	15	10
Education Specialist Candidates			
Totals	60	34	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19	16	3
Single Subject Candidates	14	10	4
Education Specialist Candidates			
Totals	33	26	7

Institution/Program: **John F. Kennedy University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**7**	**3**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	7	3	
Single Subject Programs	**8**	**3**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	8	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7:1	1:1	0:1
Single Subject Programs	8:1	1:1	0:1
Education Specialist Programs	0:1	0:1	0:1

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

Institution/Program: **John F. Kennedy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	19	19	100%	98%	6	--	--
Basic Skills							
CBEST	19	19	100%	100%	6	--	--
Aggregate	19	19	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	3	--	--
Aggregate	11	11	100%	98%	3	--	--
Academic Content Areas							
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	2	--	--
Physical Education S* (09)	1	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	1	--	--
Aggregate	12	12	100%	99%	3	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	22	22	100%	99%
Basic Skills				
CBEST	22	22	100%	100%
Aggregate	22	22	100%	100%
Professional Knowledge/Pedagogy				
RICA	16	16	100%	99%
Aggregate	16	16	100%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Aggregate	2	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	11	11	100%	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	12	12	100%	100%

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

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 2002-2003 (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 2002-2003

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.

Institution/Program: **La Sierra University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

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

Institution/Program: **La Sierra University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	98	97	1
Single Subject Candidates	106	102	4
Education Specialist Candidates	1	1	0
Totals	205	200	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15	14	1
Single Subject Candidates	6	2	4
Education Specialist Candidates	1	1	0
Totals	22	17	5

Institution/Program: **La Sierra University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**1**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	5	1	0
Single Subject Programs	**9**	**5**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	5	5	0
Education Specialist Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	1:1	0:1
Single Subject Programs	5:1	4:1	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	35	18	630
Education Specialist Programs	40	18	720

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	6	--	--	98%	2	--	--
Basic Skills							
CBEST	6	--	--	100%	2	--	--
Aggregate	6	--	--	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	3	--	--	98%	1	--	--
Aggregate	3	--	--	98%	1	--	--
Academic Content Areas							
English S* (01)	0	--	--	100%	1	--	--
Praxis II English	0	--	--	99%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Aggregate	1	--	--	98%	1	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	0	--	--	97%	1	--	--
CSET MSE II	0	--	--	94%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	1	--	--	99%	1	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	50	50	100%	99%
Basic Skills				
CBEST	50	50	100%	100%
Aggregate	50	50	100%	100%
Professional Knowledge/Pedagogy				
RICA	18	18	100%	99%
Aggregate	18	18	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	4	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	17	17	100%	100%
Health Science S* (16)	1	--	--	100%
Aggregate	18	18	100%	100%

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

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 2002-2003 (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 lingusitically 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 2002-2003

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 2002-2003

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

Institution/Program: **Long Beach USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	0	26
Single Subject Candidates			
Education Specialist Candidates			
Totals	26	0	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	0	26
Single Subject Candidates			
Education Specialist Candidates			
Totals	26	0	26

Institution/Program: **Long Beach USD**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**26**
In Academic Positions with Rights and Responsibilities			26
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 2002-2003*

	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 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	26	26	100%
Basic Skills							
CBEST	0	--	--	100%	26	26	100%
Aggregate	0	--	--	100%	26	26	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	26	26	100%
Aggregate	0	--	--	98%	26	26	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	23	23	100%	99%
Basic Skills				
CBEST	23	23	100%	100%
Aggregate	23	23	100%	100%
Professional Knowledge/Pedagogy				
RICA	23	23	100%	99%
Aggregate	23	23	100%	99%

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

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 2002-2003 (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 2002-2003

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 2002-2003

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

Institution/Program: **Los Angeles USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	347	0	347
Single Subject Candidates	90	0	90
Education Specialist Candidates	20	0	20
Totals	457	0	457

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	347	0	347
Single Subject Candidates	90	0	90
Education Specialist Candidates	20	0	20
Totals	457	0	457

Institution/Program: **Los Angeles USD**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**347**
In Academic Positions with Rights and Responsibilities	0	0	347
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**90**
In Academic Positions with Rights and Responsibilities	0	0	90
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**20**
In Academic Positions with Rights and Responsibilities	0	0	20
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	1:1
Education Specialist Programs	0:1	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: **Los Angeles USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	N/A	N/A	0
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 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	457	455	100%
Basic Skills							
CBEST	0	--	--	100%	457	457	100%
Aggregate	0	--	--	100%	457	457	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	358	356	99%
Aggregate	0	--	--	98%	358	356	99%
Academic Content Areas							
English S* (01)	0	--	--	100%	60	60	100%
Praxis II English	0	--	--	99%	58	58	100%
Math S* (02)	0	--	--	100%	17	17	100%
Math Praxis II (0063 + 0064)	0	--	--	100%	17	17	100%
Biology S* (04 + 05)	0	--	--	99%	6	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	6	--	--
Chemistry S* (04 + 06)	0	--	--	98%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	98%	3	--	--
Physics S* (04 + 08)	0	--	--	96%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	1	--	--
Aggregate	0	--	--	98%	88	88	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	351	351	100%
CSET MSE I	0	--	--	97%	1	--	--
CSET MSE II	0	--	--	94%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	0	--	--	99%	352	352	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	537	537	100%	99%
Basic Skills				
CBEST	537	537	100%	100%
Aggregate	537	537	100%	100%
Professional Knowledge/Pedagogy				
RICA	463	463	100%	99%
Aggregate	463	463	100%	99%
Academic Content Areas				
English S* (01)	26	26	100%	100%
English Praxis II (20042)	26	26	100%	100%
Math S* (02)	14	14	100%	100%
Math Praxis II (20063 + 30064)	14	14	100%	100%
Biology S* (04 + 05)	11	11	100%	100%
Biology Praxis II (30233 + 30433)	11	11	100%	100%
Chemistry S* (04 + 06)	7	--	--	100%
Chemistry Praxis II (30242 + 30433)	7	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Physics S* (04 + 08)	2	--	--	100%
Physics Praxis II (30262 + 30433)	2	--	--	100%
Social Science S* (03)	4	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	4	--	--	100%
Aggregate	66	66	100%	100%

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

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 2002-2003 (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 2002-2003

* Cultural Diversity Experience: Teacher candidates in the Loyola Marymount University program complete their credential equipped to teach students of diverse backgrounds.

* Highly Qualified Faculty: Teacher candidates interact with highly qualified faculty who are committed to teaching and research. Schools districts in California recruit students from the program.

* Low Student-Professor Ratio: Students receive individual attention and benefit from small class sizes.

* Integrated Use of Technology: The students have access to classrooms that are equipped with the latest technology, which allows them to experience teaching and learning with technology.

* Supervised Field Experiences: Candidates who are graduate students participate in supervised field experiences at the beginning of the program.

* Scholarships: Loyola Marymount University provides scholarships that allow greater access for all students.

Institution/Program: **Loyola Marymount University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

In 2003, the School of Education received continuing full accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). New intern programs were also started for the Multiple and Single Subjects programs under the new SB2042 credential standards. A new intern program in Special Education was instituted and enrollment in the Special Education program increased by 150%. These intern programs received support from a grant through the CCTC. The Multiple and Single subject programs also began requiring candidates to complete the California Teaching Performance Assessment. Candidates complete 4 tasks throughout their 2-year program that allow them to demonstrate that they have acquired requisite skills for beginning teachers.

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

Institution/Program: **Loyola Marymount University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	356	317	39
Single Subject Candidates	222	192	30
Education Specialist Candidates	25	21	4
Totals	603	530	73

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	113	103	10
Single Subject Candidates	59	48	11
Education Specialist Candidates	10	7	3
Totals	182	158	24

Institution/Program: **Loyola Marymount University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**18**	**7**	**0**
In Academic Positions with Rights and Responsibilities	18	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**12**	**5**	**0**
In Academic Positions with Rights and Responsibilities	12	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**1**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

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

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

Institution/Program: **Loyola Marymount University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: Loyola Marymount University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	167	161	96%	98%	20	20	100%
Basic Skills							
CBEST	167	167	100%	100%	20	20	100%
Aggregate	167	167	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	113	111	98%	98%	10	10	100%
Aggregate	113	111	98%	98%	10	10	100%
Academic Content Areas							
English S* (01)	10	10	100%	100%	6	--	--
Praxis II English	10	10	100%	99%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	7	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	100%	0	--	--
CSET English I	4	--	--	97%	0	--	--
CSET English II	4	--	--	94%	0	--	--
CSET English III	4	--	--	93%	0	--	--
CSET English IV	4	--	--	90%	0	--	--
CSET Social Sci I	1	--	--	85%	0	--	--
CSET Social Sci II	1	--	--	93%	0	--	--
CSET Social Sci III	1	--	--	92%	0	--	--
CSET Science I	3	--	--	98%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	96%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	36	33	92%	98%	7	--	--
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	3	--	--
CSET MSE I	10	9	90%	97%	0	--	--
CSET MSE II	10	8	80%	94%	0	--	--
CSET MSE III	9	--	--	98%	0	--	--
Aggregate	52	50	96%	99%	3	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	117	117	100%	99%
Basic Skills				
CBEST	117	117	100%	100%
Aggregate	117	117	100%	100%
Professional Knowledge/Pedagogy				
RICA	90	90	100%	99%
Aggregate	90	90	100%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Aggregate	8	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	37	37	100%	100%
Health Science S* (16)	3	--	--	100%
Aggregate	40	40	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
teachersfortomorrow@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 2002-2003 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	21	21	0
Education Specialist Candidates	0	0	0
Totals	48	48	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	27	27	0
Single Subject Candidates	21	21	0
Education Specialist Candidates	0	0	0
Totals	48	48	0

Institution/Program: **Mills College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**34**	**0**	**0**
In Academic Positions with Rights and Responsibilities	18	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	0
Single Subject Programs	**16**	**0**	**0**
In Academic Positions with Rights and Responsibilities	16	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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: **Mills College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	18	36	648
Single Subject Programs	18	36	648
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	50	47	94%	98%	0	--	--
Basic Skills							
CBEST	50	50	100%	100%	0	--	--
Aggregate	50	50	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	27	96%	98%	0	--	--
Aggregate	28	27	96%	98%	0	--	--
Academic Content Areas							
English S* (01)	6	--	--	100%	0	--	--
Praxis II English	5	--	--	99%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
CSET Math III	1	--	--	38%	0	--	--
CSET Social Sci I	2	--	--	85%	0	--	--
CSET Social Sci II	2	--	--	93%	0	--	--
CSET Social Sci III	1	--	--	92%	0	--	--
CSET Science I	2	--	--	98%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	96%	0	--	--
Aggregate	18	16	89%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	20	20	100%	100%	0	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	23	23	100%	99%	0	--	--

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

Institution/Program: **Mills College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	46	46	100%	99%
Basic Skills				
CBEST	46	46	100%	100%
Aggregate	46	46	100%	100%
Professional Knowledge/Pedagogy				
RICA	31	31	100%	99%
Aggregate	31	31	100%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	11	11	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	23	23	100%	100%
Aggregate	23	23	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

The new 2042 Elementary and Secondary Teacher Preparation Programs were initiated in 2002-2003. This included the redesign of credential courses to include “opportunity task” assignments that assess the candidate’s developing competence in the Teacher Performance Expectations. These opportunity tasks were also aligned with the pilot of version the Teacher Performance Assessment (TPA) tasks. A TPA coordinator was identified and two faculty members attended the TPA assessor training workshops. In the secondary program, the Content Area Coach model was introduced to imbed content area modules in each of the methods courses. Twenty-four coaches were recruited and trained to collaborate with the instructor in the development of candidates’ content area pedagogy. An Individualized Intern Certificate program option was designed for the Elementary, Secondary and Education Specialist programs to be implemented in 2003-2004. A collaborative program was established with Hebrew Union College to prepare credentialed teachers for Jewish Day Schools.

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

Institution/Program: **Mount Saint Mary's College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	142	
Single Subject Candidates	91	91	
Education Specialist Candidates	43	43	
Totals	276	276	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	29	
Single Subject Candidates	18	18	
Education Specialist Candidates	4	4	
Totals	51	51	

Institution/Program: **Mount Saint Mary's College**

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

Number of Supervising Teachers During 2002-2003
(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	3		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	**7**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	4		
Education Specialist Programs	**1**		
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	0:1	0:1
Single Subject Programs	24:1	0:1	0:1
Education Specialist Programs	24:1	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: **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 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	46	45	98%	98%	0	--	--
Basic Skills							
CBEST	46	46	100%	100%	0	--	--
Aggregate	46	46	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	28	27	96%	98%	0	--	--
Aggregate	28	27	96%	98%	0	--	--
Academic Content Areas							
English S* (01)	5	--	--	100%	0	--	--
Praxis II English	5	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
Aggregate	11	11	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	12	12	100%	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	56	56	100%	99%
Basic Skills				
CBEST	56	56	100%	100%
Aggregate	56	56	100%	100%
Professional Knowledge/Pedagogy				
RICA	36	36	100%	99%
Aggregate	36	36	100%	99%
Academic Content Areas				
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	9	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	18	18	100%	100%
Aggregate	18	18	100%	100%

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

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 2002-2003 (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, Alameda County Office of Education and the Santa Clara County Office of Education to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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.

Institution/Program: **National Hispanic University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Under the 2042 state legislation, NHU will be providing credentials for single subject teachers in Mathematics, Social Science, English and Science.

Teacher Performance Assessment(TPA) will be utilized to assess student readiness along with practicum for credential.

Training of supervisors and key personnel as assessors to use ETS developed TPAs

Closer ties with teachers and staff at Charter High School located on University Campus. Eventual goal of developing a secondary model school.

Co-sponsorship with County Office on an Academic Success Conference for Second Language Students for teachers in the Coouty.

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

www. nhu.edu

Institution/Program: National Hispanic University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	285	190	95
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	285	190	95

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	108	70	38
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	108	70	38

Institution/Program: **National Hispanic University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**7**	**5**
In Academic Positions with Rights and Responsibilities	6	3	3
In Non-Academic Positions without Rights and Responsibilities	6	4	2
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6:1	6:1	6:1
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: **National Hispanic University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	68	68	100%	98%	47	34	72%
Basic Skills							
CBEST	68	68	100%	100%	47	47	100%
Aggregate	68	68	100%	100%	47	47	100%
Professional Knowledge/Pedagogy							
RICA	53	53	100%	98%	37	24	65%
Aggregate	53	53	100%	98%	37	24	65%
Other Content Areas							
MSAT (0140 + 0151)	35	35	100%	100%	26	26	100%
CSET MSE I	0	--	--	97%	1	--	--
CSET MSE II	0	--	--	94%	1	--	--
CSET MSE III	0	--	--	98%	1	--	--
Aggregate	35	35	100%	99%	27	27	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	44	44	100%	99%
Basic Skills				
CBEST	44	44	100%	100%
Aggregate	44	44	100%	100%
Professional Knowledge/Pedagogy				
RICA	42	42	100%	99%
Aggregate	42	42	100%	99%
Other Content Areas				
MSAT (10140 + 20151)	24	24	100%	100%
Aggregate	24	24	100%	100%

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

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 2002-2003 (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 seventh nationally in granting master's degrees in all disciplines combined to all minorities and according to the U.S. Department of Education, ranks first in the nation in granting master's degrees in education to Hispanics (Black Issues in Higher Education, 2003).

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 2002-2003

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 also offers credential courses in an online format. Online learning is augmented by an expanded digital/ebook library collection to ensure access to best practices and supplemental learning materials. All practicum field work courses are on-ground.

Institution/Program: National University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

The School of Education is collaborating with the Office of Institutional Effectiveness and Assessment to develop an electronic survey. Credential and/or masters program students will provide an end of program comprehensive evaluation of the quality of services and courses. The evaluation survey is designed to have two parts. The first part will provide feedback on the candidate's overall satisfaction of student services and credential and faculty advisement. The second part will allow the candidate to provide feedback on his/her own growth and development throughout the program in each of the thirteen Teaching Performance Expectations as developed by the California Commission on Teaching Credentialing (CCTC).

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www3.nu.edu/schools/soe/default.html

Institution/Program: National University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	5,425	5,380	45
Single Subject Candidates	4,650	4,605	45
Education Specialist Candidates	2,794	2,648	146
Totals	12,869	12,633	236

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1594	1,549	45
Single Subject Candidates	1042	997	45
Education Specialist Candidates	516	370	146
Totals	3,152	2,916	236

Institution/Program: National University

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**214**	**15**	**0**
In Academic Positions with Rights and Responsibilities	214	15	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**142**	**10**	**0**
In Academic Positions with Rights and Responsibilities	142	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**160**	**23**	**0**
In Academic Positions with Rights and Responsibilities	160	23	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9:1	3:1	0:1
Single Subject Programs	9:1	3:1	0:1
Education Specialist Programs	9:1	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.

Institution/Program: **National University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	2910	2812	97%	98%	77	76	99%
Basic Skills							
CBEST	2909	2907	100%	100%	77	77	100%
Aggregate	2909	2907	100%	100%	77	77	100%
Professional Knowledge/Pedagogy							
RICA	1845	1763	96%	98%	51	50	98%
Aggregate	1845	1763	96%	98%	51	50	98%
Academic Content Areas							
Art S* (12)	13	13	100%	96%	0	--	--
Art Praxis II (0131 + 0132)	13	13	100%	98%	0	--	--
English S* (01)	147	146	99%	100%	1	--	--
Praxis II English	146	144	99%	99%	1	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Spanish S* (10)	8	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	8	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	7	--	--	91%	0	--	--
Math S* (02)	62	62	100%	100%	1	--	--
Math Praxis II (0063 + 0064)	62	62	100%	100%	1	--	--
Music S* (13)	12	12	100%	100%	0	--	--
Music Praxis II (0111 + 0112)	12	12	100%	100%	0	--	--
Biology S* (04 + 05)	56	55	98%	99%	1	--	--
Biology Praxis II (0233 + 0433)	59	59	100%	98%	1	--	--
Science Praxis Test II	12	11	92%	93%	0	--	--
Chemistry S* (04 + 06)	15	15	100%	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	15	15	100%	98%	0	--	--
Geoscience S* (04 + 07)	12	12	100%	96%	0	--	--
Physics S* (04 + 08)	3	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	3	--	--	96%	0	--	--
Social Science S* (03)	87	87	100%	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	86	86	100%	100%	2	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Social Sci I	5	--	--	85%	0	--	--
CSET Social Sci II	5	--	--	93%	0	--	--
CSET Social Sci III	5	--	--	92%	0	--	--
CSET Science I	4	--	--	98%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	433	428	99%	98%	5	--	--
Other Content Areas							
MSAT (0140 + 0151)	1337	1327	99%	100%	39	39	100%
Agriculture S* (14)	2	--	--	100%	0	--	--
Business S* (15)	36	36	100%	97%	1	--	--
Health Science S* (16)	173	173	100%	100%	7	--	--
Home Economics S* (17)	7	--	--	100%	1		--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	2382	2353	99%	99%
Basic Skills				
CBEST	2380	2380	100%	100%
Aggregate	2380	2380	100%	100%
Professional Knowledge/Pedagogy				
RICA	1674	1645	98%	99%
Aggregate	1674	1645	98%	99%
Academic Content Areas				
Art S* (12)	4	--	--	100%
Art Praxis II (20131 + 20132)	4	--	--	100%
English S* (01)	67	67	100%	100%
English Praxis II (20042)	67	67	100%	100%
French S* (11)	2	--	--	100%
French: Skills Praxis II (20171)	2	--	--	100%
French: Analysis Praxis II (30172)	2	--	--	100%
German S* (20)	1	--	--	100%
Spanish S* (10)	11	11	100%	100%
Spanish: Skills Praxis II (20192)	11	11	100%	100%
Spanish: Analysis Praxis II (30193)	11	11	100%	100%
Math S* (02)	20	20	100%	100%
Math Praxis II (20063 + 30064)	20	20	100%	100%
Music S* (13)	9	--	--	100%
Music Praxis II (30111 + 20112)	9	--	--	100%
Biology S* (04 + 05)	26	26	100%	100%
Biology Praxis II (30233 + 30433)	26	26	100%	100%
Chemistry S* (04 + 06)	2	--	--	100%
Chemistry Praxis II (30242 + 30433)	2	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Physics S* (04 + 08)	3	--	--	100%
Physics Praxis II (30262 + 30433)	3	--	--	100%
Social Science S* (03)	80	80	100%	100%
Soc. Studies Praxis II (20082 + 20083)	80	80	100%	100%
Aggregate	227	227	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	1137	1137	100%	100%
Business S* (15)	20	20	100%	100%
Health Science S* (16)	49	49	100%	100%

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

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 2002-2003 (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 Calfornia is dedicated to a vision of social justice and human empowermment. 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.

Teacher education candidates gain skills and reflective abilitiy to put theory into practice and to link the classroom with the social world while developing a personal teaching style and to address all the TPE's. 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 2002-2003

There are eight distinguishing features of the New Collegte Teacher Education Program.

1. Teachers learn to humanize the teaching environment and develop their classrooms as Democratic Learning Communities.
2. Teachers gain an understanding of the political and social context of the institution of schooling and learn to teach from a Social Justice Perspective.
3. Teacher candidates participate in our innovative Family Literacy Center to gain the experience necessary to develop curricula that include and affirm family aspirations ands cultural values.
4. Arts and Music are integrated into all classes so that future teachers may appeal to the diverse learning modes of children and teach to the whole child.
5. 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.
6. Candidates are encouraged to think about critical environmental and global issues and to incorporate them into their teaching.
7. Candidates learn to critically consume and create media and how to delve with their students into the tough issues that lurk beneath corporate commercialism and threaten democracy.
8. Candidates have available to them a Multicultural Children's Literature and Video Resource Collection which is infused throughout the program.

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 2002-2003

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	30	30	
Single Subject Candidates			
Education Specialist Candidates			
Totals	30	30	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	23	
Single Subject Candidates			
Education Specialist Candidates			
Totals	23	23	

Institution/Program: **New College of California**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	20	640
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	21	21	100%	98%	0	--	--
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	0	--	--
Aggregate	19	19	100%	98%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	33	31	94%	99%
Basic Skills				
CBEST	32	32	100%	100%
Aggregate	32	32	100%	100%
Professional Knowledge/Pedagogy				
RICA	30	28	93%	99%
Aggregate	30	28	93%	99%
Other Content Areas				
MSAT (10140 + 20151)	21	21	100%	100%
Aggregate	21	21	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Notre Dame de Namur University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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 information in the development of future teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

At Notre Dame de Namur University, we highlight the centrality of the social dimension of learning. Together with our candidates we build a collaborative community of learners. In turn our candidates are encouraged to build similar collaborative communities in their classes, between home and school, between school and community, and with their colleagues.

Program qualities include:
* Outstanding service to students, from the first inquiry through the interview process, the responsive advising, and the personal supervision in the field.
* Two semesters of student teaching at two different levels resulting in candidates who are well prepared to take on full-time classroom responsibilities.
* Concurrent program blends theory and practice, making all coursework relevant to the real world of experience in the classroom.
* Job Fair prior to graduation maximizes exposure to multiple districts, all of whom send representatives to interview prospective candidates.

Institution/Program: **Notre Dame de Namur University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

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

Institution/Program: Notre Dame de Namur University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	125	58
Single Subject Candidates	123	62	61
Education Specialist Candidates	39	4	35
Totals	345	191	154

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	77	57	20
Single Subject Candidates	62	33	29
Education Specialist Candidates	15	2	13
Totals	154	92	62

Institution/Program: **Notre Dame de Namur University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**5**	
In Academic Positions with Rights and Responsibilities	10	5	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**6**	**6**	
In Academic Positions with Rights and Responsibilities	6	6	
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**1**	**2**	
In Academic Positions with Rights and Responsibilities	1	2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	2:1	0:1
Single Subject Programs	5:1	4:1	0:1
Education Specialist Programs	1:1	6.5:1	0:1

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

Institution/Program: **Notre Dame de Namur University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	12	35	420
Single Subject Programs	10	35	350
Education Specialist Programs	35	17	595

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

Institution/Program: Notre Dame de Namur University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	63	61	97%	98%	33	32	97%
Basic Skills							
CBEST	63	62	98%	100%	33	33	100%
Aggregate	63	62	98%	100%	33	33	100%
Professional Knowledge/Pedagogy							
RICA	41	40	98%	98%	17	17	100%
Aggregate	41	40	98%	98%	17	17	100%
Academic Content Areas							
English S* (01)	0	--	--	100%	1	--	--
Praxis II English	0	--	--	99%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	1	--	--
Science Praxis Test II	0	--	--	93%	1	--	--
Geoscience S* (04 + 07)	0	--	--	96%	1	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	3	--	--	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	20	20	100%	100%	11	11	100%
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Aggregate	22	22	100%	99%	12	12	100%

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

Institution/Program: Notre Dame de Namur University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	148	146	99%	99%
Basic Skills				
CBEST	147	147	100%	100%
Aggregate	147	147	100%	100%
Professional Knowledge/Pedagogy				
RICA	81	80	99%	99%
Aggregate	81	80	99%	99%
Academic Content Areas				
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
German S* (20)	1	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	11	11	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	49	49	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	2	--	--	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	54	54	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

The University has expanded its partnerships with local school districts. This action has positively contributed to the overall quality of course instruction and on-going related field experiences.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.fgse.nova.edu/gtep

Institution/Program: **Nova Southeastern University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	76	1
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	77	76	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

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

Institution/Program: **Nova Southeastern University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**1**	**1**
In Academic Positions with Rights and Responsibilities	5	1	1
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	1:1	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: **Nova Southeastern University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	32	12	384
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	1
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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	18	18	100%	98%	1	--	--
Basic Skills							
CBEST	18	18	100%	100%	1	--	--
Aggregate	18	18	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	18	18	100%	98%	1	--	--
Aggregate	18	18	100%	98%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	1	--	--
Aggregate	10	10	100%	99%	1	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (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 2002-2003

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 2002-2003

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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	
Single Subject Candidates	19	19	
Education Specialist Candidates			
Totals	30	30	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	6	6	
Single Subject Candidates	15	15	
Education Specialist Candidates			
Totals	21	21	

Institution/Program: **Occidental College**

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

Number of Supervising Teachers During 2002-2003
(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	**3**		
In Academic Positions with Rights and Responsibilities	2		
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 2002-2003*

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

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

Institution/Program: **Occidental College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	29	28	812
Single Subject Programs	29	28	812
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	25	25	100%	98%	0	--	--
Basic Skills							
CBEST	25	25	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Academic Content Areas							
English S* (01)	2	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
Aggregate	13	13	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	24	24	100%	99%
Basic Skills				
CBEST	24	24	100%	100%
Aggregate	24	24	100%	100%
Professional Knowledge/Pedagogy				
RICA	11	11	100%	99%
Aggregate	11	11	100%	99%
Academic Content Areas				
English S* (01)	4	--	--	100%
English Praxis II (20042)	4	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	10	10	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	8	--	--	100%
Aggregate	8	--	--	100%

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

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 2002-2003 (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 selected for OMSD Intern Academy earn full salaries and benefits.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

"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 beginn 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 courswork. 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 porfolio, integrating theoretical and pedagogical concepts introduced in courses. The interns portfolio serves as record of progress in Academy courswork, in meeting the CCTC Credential Standards and Teacher Peformance Expectations. It also provides the structure for the "Practice in Teaching" course requirements.

Institution/Program: **Ontario-Montclair 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 2002-2003

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

Institution/Program: **Ontario-Montclair USD**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	20		20
Single Subject Candidates			
Education Specialist Candidates			
Totals	20		20

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

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

Institution/Program: **Ontario-Montclair USD**

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

Number of Supervising Teachers During 2002-2003
(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			
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	10:1
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: **Ontario-Montclair USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	20	20	100%
Basic Skills							
CBEST	0	--	--	100%	20	20	100%
Aggregate	0	--	--	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	20	20	100%
Aggregate	0	--	--	98%	20	20	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	31	31	100%	99%
Basic Skills				
CBEST	31	31	100%	100%
Aggregate	31	31	100%	100%
Professional Knowledge/Pedagogy				
RICA	31	31	100%	99%
Aggregate	31	31	100%	99%

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

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 2002-2003 (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 2002-2003

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 2002-2003

A university-based external evaluator continues to conduct a program evaluatin study of the District Intern Program's graduates, their principals, peer coaches, and practicum supervisors. Using confidential surveys, interviews, and focus groups, the study addresses the question: How well did the program support its first cohort of intern teachers in meeting program goals and aspirations? Intern teachers identified these program strengths: personal support, reasonable tuition, convenience of class locations, quality instructors, and weekely class meetings.

The study revealed that the District Intern Program contains all five elements of an effective alternative certification program: strong academic coursework, field-based, cohort model, support and mentoring, and collaboration (Feistreitzer, 1999).

Currently, faculty teams are collaborating to realign all coursework and practicum to address the new state teacher preparation program standards. Four key strands of learning will be woven throughout the curriculum: literacy, English language learning, assessment and technology.

Due to an ongoing need for qualified Special Education teachers in every district, the Orange County Conrsortium District Intern Program is in the process of designing a program that will meet the Standards of Quality and Effectiveness for Education Speicalist Credential Programs: Mild to Moderate.

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

Institution/Program: **Orange County Consortium District Intern Program**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

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

Institution/Program: **Orange County Consortium District Intern Program**

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

Number of Supervising Teachers During 2002-2003
(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			7
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	2:1
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: **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 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	13	13	100%
Basic Skills							
CBEST	0	--	--	100%	13	13	100%
Aggregate	0	--	--	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	13	13	100%
Aggregate	0	--	--	98%	13	13	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	12	12	100%
Aggregate	0	--	--	99%	12	12	100%

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

Institution/Program: Orange County Consortium District Intern Program

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pacific Oaks College**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:

The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that

-awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;

-teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;

-to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.

Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 2002-2003

In 2003, two programs were approved and added to our existing programs:

+ Education Specialist Special Education in Mild Moderate Level II, which combines advanced coursework and teaching.
+ Multiple Subject English Learner 2042 Credential, which incorporates all the changes required by the Commission. Improvements were also made in fieldwork, coursework, and program design.

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

Institution/Program: **Pacific Oaks College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	158	157	1
Single Subject Candidates	0	0	0
Education Specialist Candidates	39	39	0
Totals	197	196	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	28	1
Single Subject Candidates	0	0	0
Education Specialist Candidates	15	15	0
Totals	44	43	1

Institution/Program: **Pacific Oaks College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**1**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Single Subject Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**3**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	1:1	0:1
Single Subject Programs	0:1	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: **Pacific Oaks College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37	14	518
Single Subject Programs	0	0	0
Education Specialist Programs	37	16	592

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	33	31	94%	98%	14	13	93%
Basic Skills							
CBEST	33	33	100%	100%	14	14	100%
Aggregate	33	33	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	31	29	94%	98%	14	13	93%
Aggregate	31	29	94%	98%	14	13	93%
Other Content Areas							
MSAT (0140 + 0151)	21	21	100%	100%	11	11	100%
Health Science S* (16)	6	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	1	--	--
CSET MSE II	1	--	--	94%	1	--	--
CSET MSE III	1	--	--	98%	1	--	--
Aggregate	29	29	100%	99%	12	12	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	58	58	100%	99%
Basic Skills				
CBEST	58	58	100%	100%
Aggregate	58	58	100%	100%
Professional Knowledge/Pedagogy				
RICA	54	54	100%	99%
Aggregate	54	54	100%	99%
Other Content Areas				
MSAT (10140 + 20151)	38	38	100%	100%
Aggregate	38	38	100%	100%

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

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 2002-2003 (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 14-1, and for ten 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 achievement of the Professional Competencies.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

*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.

Institution/Program: **Pacific Union College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

*Merging the Education Department and the Early Childhood Education programs (ECE) into one department created opportunities for some revisions of ECE, finding commonalities in beneficial coursework and social functions of all students working with children.

*The Department increased the number of partnerships with K-12 public districts.

*A third cohort of multiple subject candidates, and a second cohort of single subject candidates, enrolled in the Napa Valley Resource Center which provides adults with full-time employment to purse credentials in an evening program.

*The College co-sponsored the William Glasser Institute seminars which train educators in building "Quality Schools."

*The College provided satellite administration courses to private school Seventh-day Adventist (SDA) principals needing SDA administrative certification.

*The Department created a new, required course for all credential candidates that focuses on classroom interventions for teaching children with special needs.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.puc.edu/PUC/academics/Academic_Departments/Education_Dept/

Institution/Program: **Pacific Union College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	35	35	
Education Specialist Candidates			
Totals	94	94	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	18	
Single Subject Candidates	12	12	
Education Specialist Candidates			
Totals	30	30	

Institution/Program: **Pacific Union College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	1		
Single Subject Programs	**1**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16.5:1	0:1	0:1
Single Subject Programs	12.3:1	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: **Pacific Union College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: Pacific Union College

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	25	24	96%	98%	0	--	--
Basic Skills							
CBEST	25	25	100%	100%	0	--	--
Aggregate	25	25	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	13	93%	98%	0	--	--
Aggregate	14	13	93%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
Business S* (15)	1	--	--	97%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Aggregate	8	--	--	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	26	25	96%	99%
Basic Skills				
CBEST	26	26	100%	100%
Aggregate	26	26	100%	100%
Professional Knowledge/Pedagogy				
RICA	19	18	95%	99%
Aggregate	19	18	95%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	2	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	5	--	--	100%
Aggregate	5	--	--	100%

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

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 2002-2003 (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, both the Multiple Subject and Single Subject Teaching Credential Programs prepare committed 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 entire teaching career. The Education Division Faculty are selected on the basis of having a strong academic background, possessing appropriate higher education degrees, and showing evidence of having considerable practical experience in the classroom, bringing forth a balance between theory and practical application within the classroom setting. This program offers a highly multicultural curriculum incorporating instructionally proven effective teaching strategies, enabling new teachers to meet the myriad of challenges facing them.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The Multiple Subject and Single Subject teaching credential programs,are specialized post baccalaureate programs, formatted 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 coursework, beginning with the introduction of the Teaching Performance Expectations, and continuing with valuable hands-on field experiences and supervised student teaching in the schools.

In keeping with the broader goals of the University, these programs seek to develop the ability to integrate educational theories and practices and attain high standards with emphasis on inner-city teaching; Acquiring knowledge, skills, technology and best-practices, crucial in delivering high quality instruction; Maintaining sensitivity to students of different backgrounds, with differing special needs, promoting a classroom environment for a diverse student population, including english languange learners; And providing challenging instruction to facilitate students' development; Utilizing a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions; Establishing between school, family, and community a climate of mutual respect.

The Patten University programs have received outstanding commendations, citing their support for student teachers, and described as exemplary by the CCTC Committee on Accreditation. Another strength noted is the collaboration with site administrators and School District personnel. Patten University's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as 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 2002-2003

Technology is an important facet of the Patten University campus experience with implementation of the free 802.11b/g system for student wireless access to their multimedia center files and staff/faculty access to their data, word processing, and multimedia files. Students, staff, and faculty also now have access to a variety of multimedia equipment including cameras, camcorders, and projectors on a reserve basis, provided in part by utilization of Partnership and Regional Intern grant funds.

Student teaching support has been increased using a pre-practicum system, developed by the Program Director providing additional site support funded in part by a portion of the Partnership grant funds.

With the guidance of the Education Division Advisory Commitee, and under the leadership of the Credential Programs Director, we have been enhancing our connection with the community through outreach including SB 2042, NCLB, and Teacher Credentialing information programs for the public and private K-12 schools in the area.
These programs have been been done in collaboration with the University Admissions Department.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.patten.edu/AcademicPrograms_DE_TC.htm

Institution/Program: **Patten University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	46	13
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	59	46	13

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	36	23	13
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	36	23	13

Institution/Program: **Patten University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	36.25	16	580
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	11	11	100%	98%	8	--	--
Basic Skills							
CBEST	11	11	100%	100%	8	--	--
Aggregate	11	11	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	8	--	--
Aggregate	11	11	100%	98%	8	--	--
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	6	--	--
Aggregate	10	10	100%	99%	6	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	16	16	100%	99%
Basic Skills				
CBEST	15	15	100%	100%
Aggregate	15	15	100%	100%
Professional Knowledge/Pedagogy				
RICA	16	16	100%	99%
Aggregate	16	16	100%	99%
Other Content Areas				
MSAT (10140 + 20151)	11	11	100%	100%
Aggregate	11	11	100%	100%

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

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 2002-2003 (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 o The Graduate School of Education and Psychology offers a graduate program ffer the preliminary teaching credentials for multiple subject and single subject instruction, with authorization to teach English Language Learners at four education centers: Westlake Village, Encino, West Los Angeles, and Orange County. 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, and received approval for the SB2042 program from the Committee on Accreditation. Seaver also received approval for the Multiple Subject Subject Matter documents for the Liberal Studies Program in 2003. The Graduate School is currently in the process of submitting the new standards for the fifth year program and professional clear credential.
The Seaver undergraduate teacher education program information website is:
http://www.seaver.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 2002-2003

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 2004 the credential programs received program approval for the SB2042 standards. Teacher credential graduates have maintained a record of nearly 100% placement in teaching positions.

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.

Institution/Program: **Pepperdine University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Pepperdine University received approval for the new SB2042 program standards and the Pepperdine University teacher education faculty have engaged in certification training for the new Teaching Performance Assessments. All teacher education faculty have incorporated the new Teaching Performance Expectations which are the foundation for the Teaching Performance Assessments. During the 2002-2003 academic year, many of the students were involved in the pilot for the Teaching Performance Assessments. Pepperdine graduates have been successful in securing teaching positions in a very competitive hiring market in the school districts in California because they qualify as “highly qualified” educators.

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

pepperdine.edu

Institution/Program: **Pepperdine University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	487	487	0
Single Subject Candidates	185	185	0
Education Specialist Candidates	0	0	0
Totals	672	672	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	470	470	
Single Subject Candidates	173	173	
Education Specialist Candidates	0	0	
Totals	643	643	

Institution/Program: **Pepperdine University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**156**	**0**	**0**
In Academic Positions with Rights and Responsibilities	8	0	0
In Non-Academic Positions without Rights and Responsibilities	148	0	0
Single Subject Programs	**31**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	26	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	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: **Pepperdine University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	24	720
Single Subject Programs	30	24	720
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	252	248	98%	98%	0	--	--
Basic Skills							
CBEST	252	252	100%	100%	0	--	--
Aggregate	252	252	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	197	194	98%	98%	0	--	--
Aggregate	197	194	98%	98%	0	--	--
Academic Content Areas							
Art S* (12)	2	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
English S* (01)	15	15	100%	100%	0	--	--
Praxis II English	14	14	100%	99%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Social Science S* (03)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	85%	0	--	--
CSET Social Sci II	1	--	--	93%	0	--	--
CSET Social Sci III	1	--	--	92%	0	--	--
Aggregate	27	27	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	147	146	99%	100%	0	--	--
Health Science S* (16)	4	--	--	100%	0	--	--
Aggregate	151	150	99%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	192	192	100%	99%
Basic Skills				
CBEST	192	192	100%	100%
Aggregate	192	192	100%	100%
Professional Knowledge/Pedagogy				
RICA	138	138	100%	99%
Aggregate	138	138	100%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Spanish S* (10)	2	--	--	100%
Spanish: Skills Praxis II (20192)	2	--	--	100%
Spanish: Analysis Praxis II (30193)	2	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Music S* (13)	1	--	--	100%
Music Praxis II (30111 + 20112)	1	--	--	100%
Social Science S* (03)	4	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	4	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	97	97	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	3	--	--	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	102	102	100%	100%

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

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 2002-2003 (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. Program options are provided for full-time, part-time and intern candidates.

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 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 2002-2003

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.

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. 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 2002-2003

Programs in the preparation of teachers in Special Education were implemented in the 2002-2003 school year.

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

Institution/Program: **Point Loma Nazarene University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	233	117	116
Single Subject Candidates	185	104	81
Education Specialist Candidates	0	0	0
Totals	418	221	197

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	231	116	115
Single Subject Candidates	160	81	79
Education Specialist Candidates	0	0	0
Totals	391	197	194

Institution/Program: **Point Loma Nazarene University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**8**	**0**
In Academic Positions with Rights and Responsibilities	7	2	0
In Non-Academic Positions without Rights and Responsibilities	15	6	0
Single Subject Programs	**17**	**9**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	13	9	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	15:1	0:1
Single Subject Programs	15:1	15:1	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: **Point Loma Nazarene University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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	20	16	320

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	136	136	100%	98%	45	43	96%
Basic Skills							
CBEST	136	136	100%	100%	45	45	100%
Aggregate	136	136	100%	100%	45	45	100%
Professional Knowledge/Pedagogy							
RICA	92	92	100%	98%	25	24	96%
Aggregate	92	92	100%	98%	25	24	96%
Academic Content Areas							
Art S* (12)	0	--	--	96%	2	--	--
Art Praxis II (0131 + 0132)	0	--	--	98%	2	--	--
English S* (01)	9	--	--	100%	2	--	--
Praxis II English	8	--	--	99%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	3	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	3	--	--
Science Praxis Test II	1	--	--	93%	1	--	--
Geoscience S* (04 + 07)	1	--	--	96%	1	--	--
Physics S* (04 + 08)	0	--	--	96%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	96%	1	--	--
Social Science S* (03)	5	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	1	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
Aggregate	21	21	100%	98%	11	11	100%
Other Content Areas							
MSAT (0140 + 0151)	26	26	100%	100%	19	18	95%
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	1	--	--	97%	1	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
CSET MSE I	9	--	--	97%	0	--	--
CSET MSE II	9	--	--	94%	0	--	--
CSET MSE III	9	--	--	98%	0	--	--
Aggregate	41	41	100%	99%	21	20	95%

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

Institution/Program: **Point Loma Nazarene University**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	106	106	100%	99%
Basic Skills				
CBEST	106	106	100%	100%
Aggregate	106	106	100%	100%
Professional Knowledge/Pedagogy				
RICA	63	63	100%	99%
Aggregate	63	63	100%	99%
Academic Content Areas				
English S* (01)	4	--	--	100%
English Praxis II (20042)	4	--	--	100%
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	9	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	16	16	100%	100%
Business S* (15)	1	--	--	100%
Health Science S* (16)	1	--	--	100%
Home Economics S* (17)	1	--	--	100%
Industrial + Tech Ed. S* (18)	1	--	--	100%
Aggregate	20	20	100%	100%

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

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 2002-2003 (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 2002-2003

Project Pipeline is a two-year teacher credentialing program that allows the participant to teach full-time at one of thirty 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.

Institution/Program: **Project Pipeline**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Project Pipeline continues to ensure a quality education for its candidates while focusing on future changes. Project Pipeline has always placed specific emphasis on the California Standards for the Teaching Profession. All curriculum syllabi have been reviewed and revised in order to ensure consistency in teaching to the California Standards within each of the three TEACH centers.

Consequently, Project Pipeline has fully integrated all changes made to its curriculum as a result of SB 2042. This includes content specific seminars for single subject district interns and courses in Visual and Performing Arts and Physical Education for multiple subject interns. For all Project Pipeline interns, the new curriculum requires that each program candidate prepare and present an Exit Portfolio as the culmination of his/her work completed while in the TEACH program.

An exciting new addition to Project Pipeline is the Special Education Mild/Moderate Levels I and II District Intern program. Year 2003-2004 marks the beginning of the Special Education program with the first cohort located in Mt. Diablo. Project Pipeline plans to develop other special education programs in the Bay area as well as the Sacramento area in the near future.

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

Institution/Program: **Project Pipeline**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	63	0	63
Single Subject Candidates	75	0	75
Education Specialist Candidates	0	0	0
Totals	138	0	138

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	63	0	63
Single Subject Candidates	75	0	75
Education Specialist Candidates	0	0	0
Totals	138	0	138

Institution/Program: **Project Pipeline**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**11**
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	8
Single Subject Programs	**0**	**0**	**11**
In Academic Positions with Rights and Responsibilities	0	0	3
In Non-Academic Positions without Rights and Responsibilities	0	0	8
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	13:1
Single Subject Programs	0:1	0:1	13:1
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 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	51	50	98%
Basic Skills							
CBEST	0	--	--	100%	51	51	100%
Aggregate	0	--	--	100%	51	51	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	23	23	100%
Aggregate	0	--	--	98%	23	23	100%
Academic Content Areas							
English S* (01)	0	--	--	100%	5	--	--
Praxis II English	0	--	--	99%	5	--	--
Math S* (02)	0	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Biology S* (04 + 05)	0	--	--	99%	6	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	6	--	--
Science Praxis Test II	0	--	--	93%	2	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	98%	1	--	--
Geoscience S* (04 + 07)	0	--	--	96%	1	--	--
Social Science S* (03)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	17	16	94%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	19	19	100%
Aggregate	0	--	--	99%	19	19	100%

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	52	52	100%	99%
Basic Skills				
CBEST	52	52	100%	100%
Aggregate	52	52	100%	100%
Professional Knowledge/Pedagogy				
RICA	36	36	100%	99%
Aggregate	36	36	100%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Music S* (13)	1	--	--	100%
Music Praxis II (30111 + 20112)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	6	--	--	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

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

Institution/Program: Saint Mary's College of California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	172	172	0
Single Subject Candidates	124	124	0
Education Specialist Candidates	60	60	0
Totals	356	356	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	75	0
Single Subject Candidates	61	61	0
Education Specialist Candidates	27	27	0
Totals	163	163	0

Institution/Program: Saint Mary's College of California

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**26**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	26	0	0
Single Subject Programs	**17**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Education Specialist Programs	**7**	**0**	**0**
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 2002-2003*

	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	17	442
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	109	109	100%	98%	0	--	--
Basic Skills							
CBEST	109	109	100%	100%	0	--	--
Aggregate	109	109	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	64	64	100%	98%	0	--	--
Aggregate	64	64	100%	98%	0	--	--
Academic Content Areas							
Art S* (12)	3	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	3	--	--	98%	0	--	--
English S* (01)	4	--	--	100%	0	--	--
Praxis II English	4	--	--	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Social Science S* (03)	8	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	100%	0	--	--
Aggregate	22	22	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	40	40	100%	100%	0	--	--
Business S* (15)	2	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Physical Education S* (09)	4	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	0	--	--
Aggregate	48	48	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	145	145	100%	99%
Basic Skills				
CBEST	145	145	100%	100%
Aggregate	145	145	100%	100%
Professional Knowledge/Pedagogy				
RICA	105	105	100%	99%
Aggregate	105	105	100%	99%
Academic Content Areas				
English S* (01)	8	--	--	100%
English Praxis II (20042)	8	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Social Science S* (03)	8	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	8	--	--	100%
Aggregate	20	20	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	73	73	100%	100%
Home Economics S* (17)	1	--	--	100%
Physical Education S* (09)	3	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	3	--	--	100%
Aggregate	77	77	100%	100%

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

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 2002-2003 (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 2002-2003

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, exprienced 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 2002-2003

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
internprograms.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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	43	0	43
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	43	0	43

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43		43
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	43		43

Institution/Program: San Diego City USD

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	6:1
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: **San Diego City USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	0	--	--	98%	24	24	100%
Basic Skills							
CBEST	0	--	--	100%	24	24	100%
Aggregate	0	--	--	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	24	24	100%
Aggregate	0	--	--	98%	24	24	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	22	22	100%
Aggregate	0	--	--	99%	22	22	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	39	39	100%	99%
Basic Skills				
CBEST	39	39	100%	100%
Aggregate	39	39	100%	100%
Professional Knowledge/Pedagogy				
RICA	39	39	100%	99%
Aggregate	39	39	100%	99%

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

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 2002-2003 (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 2002-2003

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 cuturally, 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 2002-2003

Following the revision of general and bilingual teacher preparation curricula to meet new state standards, SDSU teacher training programs continue to address the three phases of teacher preparation and development - undergraduate, preservice and induction. Undergraduate courses for students interested in teaching careers have been revised to incorporate P-12 subject matter standards and assessments. The integrated undergraduate/teacher credential program is growing and serves students who commit to teachng careers as freshmen. Credential faculty continue to work with school district partners to develop and implement collaborative induction programs that support first- and second-year teachers. Participation in the California State University system-wide follow-up survey of credential completers and their supervisors is yielding data for program improvement.

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

edweb.sdsu.edu

Institution/Program: San Diego State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	715	649	66
Single Subject Candidates	366	348	18
Education Specialist Candidates	156	99	57
Totals	1,237	1,096	141

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	597	558	39
Single Subject Candidates	286	274	12
Education Specialist Candidates	69	50	19
Totals	952	882	70

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

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**69**	**16**	
In Academic Positions with Rights and Responsibilities	11	6	
In Non-Academic Positions without Rights and Responsibilities	58	10	
Single Subject Programs	**33**	**5**	
In Academic Positions with Rights and Responsibilities	6		
In Non-Academic Positions without Rights and Responsibilities	27	5	
Education Specialist Programs	**10**	**12**	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	8	11	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	24:1	0:1

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	619	617	100%	98%	87	86	99%
Basic Skills							
CBEST	618	618	100%	100%	87	87	100%
Aggregate	618	618	100%	100%	87	87	100%
Professional Knowledge/Pedagogy							
RICA	424	422	100%	98%	67	66	99%
Aggregate	424	422	100%	98%	67	66	99%
Academic Content Areas							
Art S* (12)	6	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	6	--	--	98%	0	--	--
English S* (01)	16	16	100%	100%	0	--	--
Praxis II English	16	16	100%	99%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Spanish S* (10)	4	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	4	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	91%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	12	12	100%	99%	1	--	--
Biology Praxis II (0233 + 0433)	11	11	100%	98%	1	--	--
Science Praxis Test II	3	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	3	--	--	96%	0	--	--
Social Science S* (03)	12	12	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	100%	0	--	--
Aggregate	59	59	100%	98%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	168	168	100%	100%	27	27	100%
Business S* (15)	3	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	5	--	--	100%	0	--	--
Aggregate	179	179	100%	99%	27	27	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	716	713	100%	99%
Basic Skills				
CBEST	716	716	100%	100%
Aggregate	716	716	100%	100%
Professional Knowledge/Pedagogy				
RICA	461	458	99%	99%
Aggregate	461	458	99%	99%
Academic Content Areas				
Art S* (12)	3	--	--	100%
Art Praxis II (20131 + 20132)	3	--	--	100%
English S* (01)	14	14	100%	100%
English Praxis II (20042)	14	14	100%	100%
Spanish S* (10)	3	--	--	100%
Spanish: Skills Praxis II (20192)	3	--	--	100%
Spanish: Analysis Praxis II (30193)	3	--	--	100%
Math S* (02)	4	--	--	100%
Math Praxis II (20063 + 30064)	4	--	--	100%
Biology S* (04 + 05)	6	--	--	100%
Biology Praxis II (30233 + 30433)	6	--	--	100%
Chemistry S* (04 + 06)	3	--	--	100%
Chemistry Praxis II (30242 + 30433)	3	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	19	19	100%	100%
Soc. Studies Praxis II (20082 + 20083)	19	19	100%	100%
Aggregate	54	54	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	203	203	100%	100%
Business S* (15)	3	--	--	100%
Physical Education S* (09)	3	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	3	--	--	100%
Aggregate	209	209	100%	100%

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

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 2002-2003 (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 pursing 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 2002-2003

The SFSU College of Education (COE) 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 developed and are implementing California Senate Bill 2042 teacher preparation standards. The College of Education faculty in Elementary, Secondary Education and Special Education has developed with district internship coordinators a model of delivery and education to candidates seeking to enter into the teaching profession through alternative routes.

The COE provides information to potential teacher education candidates through the Teacher Preparation Center. The Center staff recruits students from high schools, the undergraduate programs and liberal studies programs, and community colleges. The Teacher Preparation Center co-sponsors teacher recruitment days for teachers that have obtained their preliminary credentials. The Credential Services and Data Managment Office assists teacher candidates enter into and matricculate through credentialling programs. This office can follow a students progress from admissions through program completion. Staff assist teacher candidates complete their applications for certification in the appropriate credential area.

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 COE through its various program alternatives provides interested candidates with the most efficient route into the teaching profession.

Institution/Program: San Francisco State University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

The College of Education developed a survey of the most recently matriculated graduates and credential students. Data from this survey is being used by Elementary, Secondary and Special Education programs to determine what if any program changes need to made. Faculty in Elementary, Secondary and Educational Specialist areas are reviewing and devloping alternative models for supervision. They are currently working with school district personnel on ways in which to provide supervision to students, as well as provide support to those providing supervision to teacher candidates.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.sfsu.edu/~coe

Institution/Program: San Francisco State University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,070	1,024	46
Single Subject Candidates	808	768	40
Education Specialist Candidates	632	617	15
Totals	2,510	2,409	101

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	346	317	29
Single Subject Candidates	267	244	23
Education Specialist Candidates	98	83	15
Totals	711	644	67

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

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**317**	**1**	**0**
In Academic Positions with Rights and Responsibilities	17	1	0
In Non-Academic Positions without Rights and Responsibilities	300	0	0
Single Subject Programs	**251**	**1**	**0**
In Academic Positions with Rights and Responsibilities	11	1	0
In Non-Academic Positions without Rights and Responsibilities	240	0	0
Education Specialist Programs	**168**	**1**	**0**
In Academic Positions with Rights and Responsibilities	18	1	0
In Non-Academic Positions without Rights and Responsibilities	150	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	20:1	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 2002-2003

	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 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	643	617	96%	98%	67	67	100%
Basic Skills							
CBEST	642	636	99%	100%	67	67	100%
Aggregate	642	636	99%	100%	67	67	100%
Professional Knowledge/Pedagogy							
RICA	354	348	98%	98%	41	41	100%
Aggregate	354	348	98%	98%	41	41	100%
Academic Content Areas							
Art S* (12)	2	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
English S* (01)	25	24	96%	100%	5	--	--
Praxis II English	24	23	96%	99%	5	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
Japanese S* (21)	3	--	--	100%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Russian S* (22)	1	--	--	100%	0	--	--
Spanish S* (10)	6	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	6	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	6	--	--	91%	1	--	--
Math S* (02)	13	13	100%	100%	4	--	--
Math Praxis II (0063 + 0064)	11	11	100%	100%	4	--	--
Music S* (13)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	6	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	1	--	--
Chemistry S* (04 + 06)	3	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	98%	0	--	--
Physics S* (04 + 08)	4	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	4	--	--	96%	0	--	--
Social Science S* (03)	20	20	100%	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	21	21	100%	100%	1	--	--
CSET English I	6	--	--	97%	0	--	--
CSET English II	6	--	--	94%	0	--	--
CSET English III	6	--	--	93%	0	--	--
CSET English IV	6	--	--	90%	0	--	--
CSET Math I	2	--	--	62%	0	--	--
CSET Math II	2	--	--	77%	0	--	--
CSET Math III	2	--	--	38%	0	--	--
CSET Social Sci I	7	--	--	85%	0	--	--
CSET Social Sci II	7	--	--	93%	0	--	--
CSET Social Sci III	7	--	--	92%	0	--	--
CSET Science I	4	--	--	98%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	96%	0	--	--
Aggregate	105	96	91%	98%	13	13	100%
Other Content Areas							
MSAT (0140 + 0151)	255	255	100%	100%	21	21	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	679	670	99%	99%
Basic Skills				
CBEST	679	679	100%	100%
Aggregate	679	679	100%	100%
Professional Knowledge/Pedagogy				
RICA	416	407	98%	99%
Aggregate	416	407	98%	99%
Academic Content Areas				
Art S* (12)	2	--	--	100%
Art Praxis II (20131 + 20132)	2	--	--	100%
English S* (01)	30	30	100%	100%
English Praxis II (20042)	30	30	100%	100%
French S* (11)	2	--	--	100%
French: Skills Praxis II (20171)	2	--	--	100%
French: Analysis Praxis II (30172)	2	--	--	100%
Japanese S* (21)	1	--	--	100%
Mandarin S* (19)	1	--	--	100%
Spanish S* (10)	4	--	--	100%
Spanish: Skills Praxis II (20192)	4	--	--	100%
Spanish: Analysis Praxis II (30193)	4	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	8	--	--	100%
Biology Praxis II (30233 + 30433)	8	--	--	100%
Chemistry S* (04 + 06)	3	--	--	100%
Chemistry Praxis II (30242 + 30433)	3	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	28	28	100%	100%
Soc. Studies Praxis II (20082 + 20083)	28	28	100%	100%
Aggregate	84	84	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	293	293	100%	100%
Business S* (15)	3	--	--	100%
Home Economics S* (17)	1	--	--	100%
Industrial + Tech Ed. S* (18)	2	--	--	100%

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

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 2002-2003 (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 2002-2003

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 actvities 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 2002-2003

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,269	1,067	202
Single Subject Candidates	502	465	37
Education Specialist Candidates	596	561	35
Totals	2,367	2,093	274

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	502	315	187
Single Subject Candidates	306	269	37
Education Specialist Candidates	98	63	35
Totals	906	647	259

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

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**11**	**1**
In Academic Positions with Rights and Responsibilities	22	11	1
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**50**	**20**	
In Academic Positions with Rights and Responsibilities	20	7	
In Non-Academic Positions without Rights and Responsibilities	30	13	
Education Specialist Programs	**10**	**2**	
In Academic Positions with Rights and Responsibilities	10	2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	30:1	30:1	30:1
Single Subject Programs	25:1	25:1	0:1
Education Specialist Programs	6:1	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: **San Jose State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	9	23	207
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	420	413	98%	98%	109	107	98%
Basic Skills							
CBEST	420	420	100%	100%	109	109	100%
Aggregate	420	420	100%	100%	109	109	100%
Professional Knowledge/Pedagogy							
RICA	289	284	98%	98%	94	92	98%
Aggregate	289	284	98%	98%	94	92	98%
Academic Content Areas							
English S* (01)	5	--	--	100%	1	--	--
Praxis II English	5	--	--	99%	1	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	5	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	5	--	--	98%	1	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Physics S* (04 + 08)	2	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	2	--	--	96%	0	--	--
Social Science S* (03)	9	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	9	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
CSET Math III	1	--	--	38%	0	--	--
CSET Social Sci I	1	--	--	85%	0	--	--
CSET Social Sci II	1	--	--	93%	0	--	--
CSET Science I	2	--	--	98%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	96%	0	--	--
Aggregate	34	32	94%	98%	2	--	--
Other Content Areas							
MSAT (0140 + 0151)	196	196	100%	100%	66	66	100%
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
CSET MSE I	4	--	--	97%	1	--	--
CSET MSE II	4	--	--	94%	1	--	--
CSET MSE III	4	--	--	98%	1	--	--
Aggregate	203	203	100%	99%	67	67	100%

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

Institution/Program: San 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	450	448	100%	99%
Basic Skills				
CBEST	450	450	100%	100%
Aggregate	450	450	100%	100%
Professional Knowledge/Pedagogy				
RICA	284	282	99%	99%
Aggregate	284	282	99%	99%
Academic Content Areas				
English S* (01)	4	--	--	100%
English Praxis II (20042)	4	--	--	100%
German S* (20)	1	--	--	100%
Spanish S* (10)	3	--	--	100%
Spanish: Skills Praxis II (20192)	3	--	--	100%
Spanish: Analysis Praxis II (30193)	3	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Music S* (13)	1	--	--	100%
Music Praxis II (30111 + 20112)	1	--	--	100%
Biology S* (04 + 05)	9	--	--	100%
Biology Praxis II (30233 + 30433)	9	--	--	100%
Chemistry S* (04 + 06)	2	--	--	100%
Chemistry Praxis II (30242 + 30433)	2	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	11	11	100%	100%
Soc. Studies Praxis II (20082 + 20083)	11	11	100%	100%
Aggregate	36	36	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	157	157	100%	100%
Business S* (15)	1	--	--	100%
Aggregate	158	158	100%	100%

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

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 2002-2003 (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 can be completed in one calendar 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 2002-2003

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 througout 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 2002-2003

Just as Santa Clara University was an “Early Adopter” of program standards set forth by SB 2042, the Department of Education is currently working toward approval of the Professional Clear credential program standards recently set forth by the Commission on Teacher Credentialing. Upon approval of the program, the first group of students to be admitted to the Professional Clear program will begin in 2004-2005.

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

Institution/Program: Santa Clara University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	82	41	41
Single Subject Candidates	63	30	33
Education Specialist Candidates	92	48	44
Totals	237	119	118

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41	20	21
Single Subject Candidates	33	13	20
Education Specialist Candidates	44	21	23
Totals	118	54	64

Institution/Program: Santa Clara University

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**2**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	5	1	0
Single 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
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	10:1	0:1
Single Subject Programs	2:1	10:1	0:1
Education Specialist Programs	10:1	11:1	0:1

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

Institution/Program: Santa Clara University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	36	612
Single Subject Programs	17	36	612
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	40	40	100%	98%	30	29	97%
Basic Skills							
CBEST	40	40	100%	100%	30	30	100%
Aggregate	40	40	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	23	23	100%	98%	17	17	100%
Aggregate	23	23	100%	98%	17	17	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	2	--	--	100%	1	--	--
Praxis II English	2	--	--	99%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
CSET Math I	1	--	--	62%	1	--	--
CSET Math II	1	--	--	77%	1	--	--
CSET Math III	0	--	--	38%	1	--	--
Aggregate	11	11	100%	98%	3	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	16	16	100%
Business S* (15)	1	--	--	97%	0	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	15	15	100%	99%	17	17	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	63	63	100%	99%
Basic Skills				
CBEST	63	63	100%	100%
Aggregate	63	63	100%	100%
Professional Knowledge/Pedagogy				
RICA	51	51	100%	99%
Aggregate	51	51	100%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	3	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	3	--	--	100%
Aggregate	6	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	26	26	100%	100%
Aggregate	26	26	100%	100%

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

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 2002-2003 (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 2002-2003

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 educators.

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 2002-2003

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

Institution/Program: Simpson College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	154	154	0
Single Subject Candidates	53	53	0
Education Specialist Candidates	0	0	0
Totals	207	207	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	74	74	0
Single Subject Candidates	15	15	0
Education Specialist Candidates	0	0	0
Totals	89	89	0

Institution/Program: **Simpson College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**0**	**0**
In Academic Positions with Rights and Responsibilities	10	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	65	65	100%	98%	0	--	--
Basic Skills							
CBEST	65	65	100%	100%	0	--	--
Aggregate	65	65	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	53	53	100%	98%	0	--	--
Aggregate	53	53	100%	98%	0	--	--
Academic Content Areas							
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	100%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	36	36	100%	100%	0	--	--
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	4	--	--	97%	0	--	--
CSET MSE II	4	--	--	94%	0	--	--
CSET MSE III	4	--	--	98%	0	--	--
Aggregate	41	41	100%	99%	0	--	--

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

Institution/Program: **Simpson 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	108	103	95%	99%
Basic Skills				
CBEST	108	108	100%	100%
Aggregate	108	108	100%	100%
Professional Knowledge/Pedagogy				
RICA	84	79	94%	99%
Aggregate	84	79	94%	99%
Academic Content Areas				
Art S* (12)	3	--	--	100%
Art Praxis II (20131 + 20132)	3	--	--	100%
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Social Science S* (03)	4	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	4	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	63	63	100%	100%
Health Science S* (16)	1	--	--	100%
Industrial + Tech Ed. S* (18)	1	--	--	100%
Aggregate	65	65	100%	100%

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

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 2002-2003 (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 8371 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 30 full-time faculty in the School of Education include one Educator in Residence, a classroom teacher selected to join the university faculty for a one or two-year term.

SSU recommended 694 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 67% 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 2002-2003

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 108 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.

Institution/Program: **Sonoma State University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Title II
A3. New Initiatives

1.The School of Education improved student services with a move to the first floor of Stevenson Hall, providing advising, credential information, and other student support in one accessible location.
2.A third new intern program has been developed in the Single Subject (Secondary) credential program.
3.The School of Education submitted preconditions to NCATE as the first formal step in attaining national accreditation in addition to state accreditation by the California Commission on Teacher Credentialing.
4.The faculty are developing the curriculum for an Ed.D. in Educational Leadership in collaboration with UC Davis and California State University, Sacramento.
5.A new Technology Support Center has been created with support from the Digital Bridge PT3 grant, providing assistance to both faculty and students in the use of technology in education.
6.The new Multiple Subject (Elementary) program was implemented in the fall semester with a record high enrollment of credential candidates.

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

Institution/Program: **Sonoma State University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	566	563	3
Single Subject Candidates	317	317	0
Education Specialist Candidates	374	347	27
Totals	1,257	1,227	30

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	153	151	2
Single Subject Candidates	102	102	0
Education Specialist Candidates	28	18	10
Totals	283	271	12

Institution/Program: **Sonoma State University**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**33**	**3**	**0**
In Academic Positions with Rights and Responsibilities	13	3	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Single Subject Programs	**30**	**0**	**0**
In Academic Positions with Rights and Responsibilities	14	0	0
In Non-Academic Positions without Rights and Responsibilities	16	0	0
Education Specialist Programs	**16**	**8**	**0**
In Academic Positions with Rights and Responsibilities	3	4	0
In Non-Academic Positions without Rights and Responsibilities	13	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	48:1	0:1
Single Subject Programs	24:1	0:1	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: **Sonoma State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	1
Single Subject Programs	N/A
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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	271	259	96%	98%	12	12	100%
Basic Skills							
CBEST	271	268	99%	100%	12	12	100%
Aggregate	271	268	99%	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	160	152	95%	98%	10	10	100%
Aggregate	160	152	95%	98%	10	10	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	7	--	--	100%	0	--	--
Praxis II English	7	--	--	99%	0	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Biology S* (04 + 05)	6	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Science Praxis Test II	3	--	--	93%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	98%	0	--	--
Geoscience S* (04 + 07)	2	--	--	96%	0	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Social Science S* (03)	6	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
CSET English I	2	--	--	97%	0	--	--
CSET English II	2	--	--	94%	0	--	--
CSET English III	2	--	--	93%	0	--	--
CSET English IV	2	--	--	90%	0	--	--
CSET Social Sci I	2	--	--	85%	0	--	--
CSET Social Sci II	2	--	--	93%	0	--	--
CSET Social Sci III	2	--	--	92%	0	--	--
Aggregate	38	36	95%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	67	66	99%	100%	5	--	--
Health Science S* (16)	10	10	100%	100%	3	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
CSET MSE I	12	12	100%	97%	0	--	--
CSET MSE II	11	10	91%	94%	0	--	--
CSET MSE III	10	10	100%	98%	0	--	--
Aggregate	91	89	98%	99%	8	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	230	228	99%	99%
Basic Skills				
CBEST	230	230	100%	100%
Aggregate	230	230	100%	100%
Professional Knowledge/Pedagogy				
RICA	146	144	99%	99%
Aggregate	146	144	99%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Physical Science Praxis II (10070)	1	--	--	100%
Physical Sci: Essay PII (20482 + 30433)	1	--	--	100%
Biology S* (04 + 05)	5	--	--	100%
Biology Praxis II (30233 + 30433)	5	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	9	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	9	--	--	100%
Aggregate	22	22	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	79	79	100%	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	81	81	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

Stanford University was selected as one of eleven institutions of higher education to participate in the Teachers for a New Era initiative supported by the Carnegie Corporation. Under the auspices of this initiative, the School of Education is developing strategies to engage faculty from the Humanities and Sciences and from other professional programs in the work of the Teacher Education Program.
Furthermore, STEP is a member of the PACT (Performance Assessment for California Teachers) consortium - a coalition of teacher education programs working on developing performance assessments for beginning teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.stanford.edu/group/step

Institution/Program: Stanford University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	67	67	
Education Specialist Candidates			
Totals	67	67	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	67	67	
Education Specialist Candidates			
Totals	67	67	

Institution/Program: **Stanford University**

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

Number of Supervising Teachers During 2002-2003
(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	**21**		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	21		
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	0:1
Single Subject Programs	3:1	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: **Stanford University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			
Single Subject Programs	20	41	820
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	66	65	98%	98%	0	--	--
Basic Skills							
CBEST	66	66	100%	100%	0	--	--
Aggregate	66	66	100%	100%	0	--	--
Academic Content Areas							
English S* (01)	12	12	100%	100%	0	--	--
Praxis II English	11	11	100%	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	4	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	91%	0	--	--
Math S* (02)	9	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	8	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Physics S* (04 + 08)	4	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	4	--	--	96%	0	--	--
Social Science S* (03)	23	23	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	23	23	100%	100%	0	--	--
Aggregate	55	54	98%	98%	0	--	--

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

Institution/Program: Stanford University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	45	45	100%	99%
Basic Skills				
CBEST	45	45	100%	100%
Aggregate	45	45	100%	100%
Academic Content Areas				
English S* (01)	9	--	--	100%
English Praxis II (20042)	9	--	--	100%
Spanish S* (10)	2	--	--	100%
Spanish: Skills Praxis II (20192)	2	--	--	100%
Spanish: Analysis Praxis II (30193)	2	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	5	--	--	100%
Biology Praxis II (30233 + 30433)	5	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Social Science S* (03)	9	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	9	--	--	100%
Aggregate	29	29	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **The Master's College and Seminary**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Master's College provides approved professional preparation programs for candidates desiring to teach in elementary or secondary schools. The mission of The Master's College is to "empower students for a life of enduring commitment to Christ, biblical fidelity, moral integrity, intellectual growth and lasting contribution to the Kingdom of God." The Teacher Preparation Program, within these guidelines, purposes to provide (1) a program founded on a biblical perspective and scriptural principles, (2) preparation oriented to the needs of elementary and secondary pupils, (3) periodic review of the program in light of changing (a) needs of credential candidates, (b) research on schools and learning, (c) demands of the education profession and (d) needs of the local school community. The goal of the Education Department is to prepare teachers who will be successful and effective in California's public or private school environments. Candidates are carefully selected and provided with an academically strong, nurturing atmosphere to foster development of their unique abilities as they move toward their professional goal. The Master's College has cultivated positive relationships with 5 local school districts serving students from diverse backgrounds for many years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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.

Institution/Program: **The Master's College and Seminary**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

The Teacher Education Department of The Master's College submitted their Teacher Preparation Program to the California Commission on Teacher Credentialing in August 2003 for approval under S.B.2042 standards and guidelines. The proposed program was implemented in Fall 2003 and Spring 2004 using newly drafted format and strategies. Embedded into coursework are Teaching Expectations and Standards. Evaluation and reflection by students and faculty continually occurs as this new endeavor is implemented. The Teaching Program Assessment (Tasks 1,2,3,&4) has been embedded into the program and credential candidates unofficially piloted these during the Fifth Year Program. Modifications of procedures may occur as a result of the findings during this process. The Program was officially approved March 2004 and will officially be in place Fall 2004. Use of The Teacher Performance Assessment as part of the Program is expected to occur.

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

Institution/Program: **The Master's College and Seminary**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	68	68	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	0	0	0
Totals	86	86	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	26	0
Single Subject Candidates	10	10	0
Education Specialist Candidates	0	0	0
Totals	36	36	0

Institution/Program: **The Master's College and Seminary**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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: **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 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	30	28	93%	98%	0	--	--
Basic Skills							
CBEST	30	30	100%	100%	0	--	--
Aggregate	30	30	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	22	21	95%	98%	0	--	--
Aggregate	22	21	95%	98%	0	--	--
Academic Content Areas							
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	8	--	--	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	24	24	100%	99%
Basic Skills				
CBEST	24	24	100%	100%
Aggregate	24	24	100%	100%
Professional Knowledge/Pedagogy				
RICA	20	20	100%	99%
Aggregate	20	20	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Aggregate	1	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	5	--	--	100%
Aggregate	5	--	--	100%

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

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 2002-2003 (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 UC Berkeley Extension internship program supports the mission and goals of UC Berkeley Extension and the School of Education by promoting lifelong learning starting with the pre-service period and extending throughout a teacher's career. The urban internship program was founded upon the belief that:

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

Berkeley credential programs offer:

-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Program faculty are specialists in their fields; having extensive experience as practitioners in the subjects they teach and supervise.

-The opportunity to complete professional training in broadly diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing students to encounter a broad range of district policies, curricula, and socio-economic settings.

-Credential programs benefit from faculty research 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 UC Extension's internship program, 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.

Institution/Program: **UC Berkeley**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

Berkeley is continuing to participate with a coalition of 11 other colleges/universities, to develop PACT (Performance Assessment of California Teachers) in order to meet the Teacher Performance Assessment requirement called for in the State's SB2042 legislation. PACT will employ electronic portfolio assessment; a pilot was conducted this past Fall, with results to be disseminated shortly.

Work on the Arts Education Initiative has increased with the hiring of a Coordinator. Faculty are discussing how best to integrate arts education into the curriculum, and they're looking at developing collaborations with other local colleges/universities.

Outreach and recruitment efforts have been increased to attract greater diversity in credential program applicants. The School's Prospective Student Night, held each Fall, was expanded to two nights - one for doctoral program applicants, and one specifically geared to applicants to the School's credential programs. A new Spring recruitment event, specifically targeted at potential credential program applicants, has also been added.

UC Berkeley Extension's multiple subject internship program has been discontinued due to reduced need for interns in UC's partner districts. A new Education Specialist Mild/Moderate integrated level I/II internship program has been developed by UCB Extension.

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

Institution/Program: UC Berkeley

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	106	51	55
Single Subject Candidates	77	77	0
Education Specialist Candidates	0	0	0
Totals	183	128	55

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	101	51	50
Single Subject Candidates	55	55	0
Education Specialist Candidates	0	0	0
Totals	156	106	50

Institution/Program: **UC Berkeley**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	14.3	56	800.8
Single Subject Programs	16.4	32	525
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	N/A
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	63	63	100%	98%	20	20	100%
Basic Skills							
CBEST	63	63	100%	100%	20	20	100%
Aggregate	63	63	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	24	24	100%	98%	20	20	100%
Aggregate	24	24	100%	98%	20	20	100%
Academic Content Areas							
English S* (01)	24	24	100%	100%	0	--	--
Praxis II English	22	22	100%	99%	0	--	--
Math S* (02)	5	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	35	35	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	21	21	100%	100%	19	19	100%
Aggregate	21	21	100%	99%	19	19	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	78	78	100%	99%
Basic Skills				
CBEST	78	78	100%	100%
Aggregate	78	78	100%	100%
Professional Knowledge/Pedagogy				
RICA	41	41	100%	99%
Aggregate	41	41	100%	99%
Academic Content Areas				
English S* (01)	15	15	100%	100%
English Praxis II (20042)	15	15	100%	100%
Math S* (02)	6	--	--	100%
Math Praxis II (20063 + 30064)	6	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Aggregate	26	26	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	38	38	100%	100%
Aggregate	38	38	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Davis

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

A core principle of the UC Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We offer two routes to obtaining an elementary credential: 1) a MA/credential program; and 2) an intensive summer elementary credential program offered in collaboration with the Bilingual/Multicultural Department of the California State University, Sacramento campus. UC Davis offers MA/secondary credential programs in the subject 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. Coursework includes methods of teaching a second language and developing academic literacy in all discipline areas. UC Davis continues to offer qualified candidates the option of enrolling in a BCLAD emphasis. 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 creating and serving a diverse community of student teachers, with ethnic minority students representing at least thrity-five percent of our program enrollment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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, and parents to forge effective teaching practice; 2) advocates for educational equity who champion high learning expectations for all students; 3) reflective practitioners who employ classroom inquiry to improve teaching practice and 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 critical knowledge and tools for working successfully in California's K-12 classrooms. Key to the success of our graduates is our program's focus on advocacy for equity in learning opportunities, the creation of small learning communities within each credential program, and significant faculty mentoring. Students work with graduate faculty who engage in research about school-based teaching and learning, and with teacher education faculty who have substantive and exemplary discipline teaching experience in the schools. Finally, the university faculty who supervise the student teaching field experience also instruct credential candidates in the teaching methods classes.

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 2002-2003

UCDavis' Teacher Education Program fully meets the new SB2042 California credentialing standards. Embedded in the Program design are opportunities for candidates to develop instructional proficiency to meet the State's Teaching Performance Standards. Through our partnerships with neighboring school districts, our credential candidates learn about the next phase of their professional development, and are well prepared to begin induction programs as newly-credentialed teachers.

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

Institution/Program: UC Davis

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	46	46	
Education Specialist Candidates			
Totals	139	139	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	93	93	
Single Subject Candidates	46	46	
Education Specialist Candidates			
Totals	139	139	

Institution/Program: UC Davis

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

Number of Supervising Teachers During 2002-2003
(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	5		
In Non-Academic Positions without Rights and Responsibilities	3		
Single Subject Programs	**8**		
In Academic Positions with Rights and Responsibilities	5		
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 2002-2003*

	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	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 Davis

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	25	30	750
Single Subject Programs	25	30	750
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	127	125	98%	98%	0	--	--
Basic Skills							
CBEST	127	127	100%	100%	0	--	--
Aggregate	127	127	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	84	82	98%	98%	0	--	--
Aggregate	84	82	98%	98%	0	--	--
Academic Content Areas							
English S* (01)	6	--	--	100%	0	--	--
Praxis II English	8	--	--	99%	0	--	--
Math S* (02)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	4	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Chemistry S* (04 + 06)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	98%	0	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Science I	4	--	--	98%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	96%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	27	27	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	57	57	100%	100%	0	--	--
CSET MSE I	6	--	--	97%	0	--	--
CSET MSE II	6	--	--	94%	0	--	--
CSET MSE III	6	--	--	98%	0	--	--
Aggregate	63	63	100%	99%	0	--	--

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

Institution/Program: UC Davis

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	121	121	100%	99%
Basic Skills				
CBEST	121	121	100%	100%
Aggregate	121	121	100%	100%
Professional Knowledge/Pedagogy				
RICA	84	84	100%	99%
Aggregate	84	84	100%	99%
Academic Content Areas				
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	4	--	--	100%
Biology Praxis II (30233 + 30433)	4	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	15	15	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	58	58	100%	100%
Aggregate	58	58	100%	100%

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

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 2002-2003 (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 multilinguistic contexts that characterize their classrooms. Knowledge of research and theories related to teaching and learning, habits of reflection-on-practice, skill in using various technologies and a disposition towards flexibility and purposeful change will enable teachers to make decisions that facilitate the learning of all students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

Like all credential programs in the state, the UCI credential programs were refining program changes made in compliance with SB 2042 requirements. In the process of doing so, important elements of the program were revitalized and strengthened to improve our preparation of candidates for the complex and fluctuating realities of the public schools.

We built stronger partnerships with schools in the north Orange County area and added more schools to our partnership. A number of highly qualified new faculty were selected for their expertise in practical and theoretical realms, such as language and literacy, science, and mathematics.

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 2002-2003

Beginning in the 2002-2003 year, directors and faculty began the process of redesigning programs to meet the new California S.B. 2042 Standards, including the development of an alternative 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

Institution/Program: UC Irvine

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	109	97	12
Single Subject Candidates	113	91	22
Education Specialist Candidates	0	0	0
Totals	222	188	34

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	107	95	12
Single Subject Candidates	111	91	20
Education Specialist Candidates	0	0	0
Totals	218	186	32

Institution/Program: UC Irvine

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**5**	**0**
In Academic Positions with Rights and Responsibilities	12	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**10**	**7**	**0**
In Academic Positions with Rights and Responsibilities	10	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8:1	3:1	0:1
Single Subject Programs	9:1	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: UC Irvine

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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	n/a	n/a	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	194	189	97%	98%	34	34	100%
Basic Skills							
CBEST	194	194	100%	100%	34	34	100%
Aggregate	194	194	100%	100%	34	34	100%
Professional Knowledge/Pedagogy							
RICA	106	106	100%	98%	12	12	100%
Aggregate	106	106	100%	98%	12	12	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	98%	0	--	--
English S* (01)	22	22	100%	100%	5	--	--
Praxis II English	24	23	96%	99%	5	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	91%	1	--	--
Math S* (02)	11	11	100%	100%	2	--	--
Math Praxis II (0063 + 0064)	10	10	100%	100%	2	--	--
Music S* (13)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Science Praxis Test II	2	--	--	93%	1	--	--
Chemistry S* (04 + 06)	1	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	98%	1	--	--
Geoscience S* (04 + 07)	2	--	--	96%	1	--	--
Physics S* (04 + 08)	1	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	96%	0	--	--
Social Science S* (03)	13	13	100%	100%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	13	13	100%	100%	4	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
CSET Math I	1	--	--	62%	0	--	--
CSET Math II	1	--	--	77%	0	--	--
CSET Social Sci I	4	--	--	85%	0	--	--
CSET Social Sci II	4	--	--	93%	0	--	--
CSET Social Sci III	4	--	--	92%	0	--	--
CSET Science I	2	--	--	98%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Sci III Bio/Life	1	--	--	96%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	73	68	93%	98%	18	18	100%
Other Content Areas							
MSAT (0140 + 0151)	98	98	100%	100%	12	12	100%
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	99	99	100%	99%	12	12	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	112	112	100%	99%
Basic Skills				
CBEST	112	112	100%	100%
Aggregate	112	112	100%	100%
Professional Knowledge/Pedagogy				
RICA	74	74	100%	99%
Aggregate	74	74	100%	99%
Academic Content Areas				
English S* (01)	11	11	100%	100%
English Praxis II (20042)	11	11	100%	100%
Math S* (02)	10	10	100%	100%
Math Praxis II (20063 + 30064)	10	10	100%	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Social Science S* (03)	5	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	5	--	--	100%
Aggregate	30	30	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	66	66	100%	100%
Aggregate	66	66	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Los Angeles

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of UCLA's teacher education programs is to attract, prepare, and retain highly qualified teachers to work in urban schools that serve low income children of color. At UCLA there are three pathways to attaining a credential: the Center X Teacher Education Program (TEP) which leads to a credential and Master's degree, TeachLA/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. TEP offers bilingual emphasis (Spanish) credential authorization (BCLAD).

The goals of these programs are to assist novice teachers in constructing communities of learning and inquiry for their students. In the UCLA programs, teachers develop the professional knowledge, skills, and beliefs necessary to engage culturally and linguistically diverse groups of students. UCLA is located in the heart of Los Angeles and the context for observation, participation, student teaching and teaching is in urban, low income partnership school districts that reflect the diversity of California's urban schools.

The recruitment of teacher candidates focuses on under represented groups in the teaching profession. UCLA has been extremely successful in attracting and enrolling a candidate pool that mirrors the diversity of Los Angeles County.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 has continued to be a strong vehicle that 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 continued their work in 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.

During 2002-2003, the Teacher Education program faculty joined a consortium of teacher preparation programs to develop and pilot a performance -based assessment, The Teaching Event, as a part of the SB 2042 standards.

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 2002-2003

During 2002-2003, the Teacher Education program faculty continues to work on summative and formative assessments through its work with the consortium. Special attention is being spent developing embedded signature assessments.

We continue to develop stronger ties to our partnership districts as we plan together for the induction phase of the credential process. This is accomplished during our quarterly meetings of the CIRCLE Groups where administrative and alumni representatives of the local districts of LAUSD and other partnership districts meet to discuss efforts to provide support for our resident, novice and alumni teachers to increase retention of them.

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

Institution/Program: UC Los Angeles

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	182	106	76
Single Subject Candidates	120	70	50
Education Specialist Candidates	0	0	0
Totals	302	176	126

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	181	105	76
Single Subject Candidates	117	67	50
Education Specialist Candidates	0	0	0
Totals	298	172	126

Institution/Program: UC Los Angeles

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**	**18**	**0**
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	11	17	0
Single Subject Programs	**12**	**7**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	12	7	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	15:1	0:1
Single Subject Programs	15:1	8:1	0:1
Education Specialist Programs	0:1	0:1	0:1

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

Institution/Program: UC Los Angeles

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	N/A

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	199	199	100%	98%	38	38	100%
Basic Skills							
CBEST	199	199	100%	100%	38	38	100%
Aggregate	199	199	100%	100%	38	38	100%
Professional Knowledge/Pedagogy							
RICA	111	111	100%	98%	34	34	100%
Aggregate	111	111	100%	98%	34	34	100%
Academic Content Areas							
English S* (01)	19	19	100%	100%	0	--	--
Praxis II English	19	19	100%	99%	0	--	--
Math S* (02)	3	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Biology S* (04 + 05)	9	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Science Praxis Test II	1	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	1	--	--	96%	0	--	--
Social Science S* (03)	15	15	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	15	15	100%	100%	0	--	--
CSET Social Sci I	3	--	--	85%	1	--	--
CSET Social Sci II	3	--	--	93%	1	--	--
CSET Social Sci III	3	--	--	92%	1	--	--
Aggregate	51	51	100%	98%	2	--	--
Other Content Areas							
MSAT (0140 + 0151)	78	78	100%	100%	27	27	100%
CSET MSE I	1	--	--	97%	2	--	--
CSET MSE II	1	--	--	94%	2	--	--
CSET MSE III	1	--	--	98%	2	--	--
Aggregate	79	79	100%	99%	29	29	100%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	132	131	99%	99%
Basic Skills				
CBEST	132	132	100%	100%
Aggregate	132	132	100%	100%
Professional Knowledge/Pedagogy				
RICA	93	92	99%	99%
Aggregate	93	92	99%	99%
Academic Content Areas				
English S* (01)	4	--	--	100%
English Praxis II (20042)	4	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	4	--	--	100%
Biology Praxis II (30233 + 30433)	4	--	--	100%
Chemistry S* (04 + 06)	2	--	--	100%
Chemistry Praxis II (30242 + 30433)	2	--	--	100%
Physics S* (04 + 08)	2	--	--	100%
Physics Praxis II (30262 + 30433)	2	--	--	100%
Social Science S* (03)	7	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	7	--	--	100%
Aggregate	21	21	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	47	47	100%	100%
Aggregate	47	47	100%	100%

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

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 2002-2003 (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 2002-2003

UC Riverside collaborated with six other UC campuses, Stanford University, Mills College, San Jose State and San Diego State Universities to design an alternative to the state-adopted teacher performance assessment (TPA) developed by ETS. The UC consortium’s Performance Assessment for California Teachers (PACT) requires all students to complete one or two extensive Teaching Events and several Embedded Signature Assessments (ESA’s). All campuses use the same scoring rubric. Embedded assessments are selected by individual campuses, but are scored using a common rubric as well. Information gleaned from PACT informs the student of his/her progress and may be used to evaluate aspects of a university's program. Many of the skills needed for completing PACT are similar skills used in seeking National Board Certification.

Candidates use a UCR developed electronic portfolio called Galileo, to document their work and archive artifacts used in assessing their teaching knowledge, skills and abilities. The E-portfolio may be scored on-line, easily stored by the university, and provides a portable CD for teacher candidates allowing them to record and relect on their professional development over time. Several other universities are exploring the use of Galileo.

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 2002-2003

During the 2002-2003 year, the Graduate School of Education, the Department of Mathematics, local community colleges and the UCR ALPHA Center worked to develop a blended program for undergraduate preparation in mathematics. This collaboration has resulted in a redesigned pathway of courses and field experiences that meet the standards for a blended program and single subject preparation standards. Candidates are identified and nurtured during initial mathematics and education courses, and continually tracked and monitored. The early induction in field experiences that present increasingly complex teaching tasks allows both the University and the candidate the opportunity for reflection and evaluation of the appropriate preparation of the candidate and the appropriate implementation of the program. The first cohort of students will begin their student teaching experience in spring quarter 2004. It is our hope that this program will help candidates to identify the pathway to teaching early in their undergraduate career and increase the number of math candidates that are needed in California and nationwide.

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

Institution/Program: UC Riverside

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	105	86	19
Single Subject Candidates	48	36	12
Education Specialist Candidates	16	9	7
Totals	169	131	38

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	91	77	14
Single Subject Candidates	41	30	11
Education Specialist Candidates	14	7	7
Totals	146	114	32

Institution/Program: UC Riverside

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	106	106	100%	98%	30	30	100%
Basic Skills							
CBEST	106	106	100%	100%	30	30	100%
Aggregate	106	106	100%	100%	30	30	100%
Professional Knowledge/Pedagogy							
RICA	77	77	100%	98%	19	19	100%
Aggregate	77	77	100%	98%	19	19	100%
Academic Content Areas							
English S* (01)	5	--	--	100%	1	--	--
Praxis II English	5	--	--	99%	1	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Social Science S* (03)	4	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	100%	1	--	--
Aggregate	14	14	100%	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	8	--	--
Aggregate	24	24	100%	99%	8	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	107	106	99%	99%
Basic Skills				
CBEST	107	107	100%	100%
Aggregate	107	107	100%	100%
Professional Knowledge/Pedagogy				
RICA	76	75	99%	99%
Aggregate	76	75	99%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Spanish S* (10)	2	--	--	100%
Spanish: Skills Praxis II (20192)	2	--	--	100%
Spanish: Analysis Praxis II (30193)	2	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	4	--	--	100%
Biology Praxis II (30233 + 30433)	4	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	4	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	4	--	--	100%
Aggregate	19	19	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	31	31	100%	100%
Business S* (15)	1	--	--	100%
Aggregate	32	32	100%	100%

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

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 2002-2003 (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 are committed to equitable education for all children. We prepare new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of their students and the community. TEP offers a 15-month 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 2002-2003

To effectively facilitate the equitable participation of all children in public schools requires fundamental changes in our approach to teaching and learning. Standardized approaches to curriculum design and social and cultural awareness training are not sufficient preparation for teachers to make learning accessible and equitable for underserved children in our public institutions. TEP credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically monitor their teaching performance using reflective practice portfolios. The goal of the program is to produce graduates who possess the knowledge, skills and confidence required to teach in low-income communities that are often challenged with large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: **UC San Diego**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

In 2003-04, all TEP credential candidates were active participants in the Performance Assessment for California Teachers (PACT). Each preservice teacher planned and implemented a weeklong unit that was reported in a teaching portfolio and systematically scored by the University supervisor. These reflective portfolios included exemplar videotape lesson segments, assessments of student achievement, and detailed reflections by the student teacher. It is anticipated that PACT will become one of the formal Teaching Performance Assessment instruments required by State law for licensure within the next two years. UCSD is one of 12 universities in California actively participating in the development of PACT for licensure and possibly accreditation purposes.

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

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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	52	52	
Single Subject Candidates	52	1	51
Education Specialist Candidates	11	11	
Totals	115	64	51

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	37	37	
Single Subject Candidates	40	1	39
Education Specialist Candidates	8	8	
Totals	85	46	39

Institution/Program: UC San Diego

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	0:1	0:1
Single Subject Programs	1:1	12:1	0:1
Education Specialist Programs	12:1	0:1	0:1

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

Institution/Program: **UC San Diego**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	30	24	720

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	40	40	100%	98%	37	37	100%
Basic Skills							
CBEST	40	40	100%	100%	37	37	100%
Aggregate	40	40	100%	100%	37	37	100%
Professional Knowledge/Pedagogy							
RICA	39	39	100%	98%	0	--	--
Aggregate	39	39	100%	98%	0	--	--
Academic Content Areas							
English S* (01)	0	--	--	100%	3	--	--
Praxis II English	0	--	--	99%	3	--	--
Math S* (02)	0	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	3	--	--
Biology S* (04 + 05)	0	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	1	--	--
Chemistry S* (04 + 06)	0	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	98%	1	--	--
Aggregate	0	--	--	98%	8	--	--
Other Content Areas							
MSAT (0140 + 0151)	33	33	100%	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	34	34	100%	99%	0	--	--

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

Institution/Program: UC 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	70	70	100%	99%
Basic Skills				
CBEST	70	70	100%	100%
Aggregate	70	70	100%	100%
Professional Knowledge/Pedagogy				
RICA	43	43	100%	99%
Aggregate	43	43	100%	99%
Academic Content Areas				
English S* (01)	6	--	--	100%
English Praxis II (20042)	6	--	--	100%
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Aggregate	8	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	28	28	100%	100%
Aggregate	28	28	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Santa Barbara

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Barbara Teacher Education Partnership believes:
o All our children deserve the education that few students currently have;
o The survival of our democratic traditions requires nothing less;
o Every member of a community has a stake and a role in the education of our children and the survival of our democracy;
o The best hope for our children and our country is to reconstruct the preparation, induction, and support of educators while simultaneously re-constructing the institutions responsible for that work.

This vision requires teachers who:
o Believe that all students want, and have the capacity to, make sense of their world;
o Believe that content -- the knowledge, skills, and dispositions teachers have to share (including a balance of skills-centered and meaning-centered approaches) -- will help their students make sense of their world;

To become teachers who embody these values and beliefs is a life long process. The goal of our program is thus, not to tell people how to teach, but to prepare people to learn from teaching (their own and others) so that they can, over time, become the teachers students and their families deserve. We prepare teacher through six inter-related program themes:
(a) Autobiography/Philosophy of Education,
(b) Study of Children/Study of Schools,
(c) Methodological Competence,
(d) Diversity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 2002-2003

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

Institution/Program: UC Santa Barbara

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	51	51	0
Single Subject Candidates	57	57	0
Education Specialist Candidates	5	5	0
Totals	113	113	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	51	51	0
Single Subject Candidates	56	56	0
Education Specialist Candidates	5	5	0
Totals	112	112	0

Institution/Program: UC Santa Barbara

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Single Subject Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**1**	**0**	**0**
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 2002-2003*

	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 2002-2003

	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 2002-2003

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

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	113	113	100%	98%	0	--	--
Basic Skills							
CBEST	113	113	100%	100%	0	--	--
Aggregate	113	113	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	56	56	100%	98%	0	--	--
Aggregate	56	56	100%	98%	0	--	--
Academic Content Areas							
Art S* (12)	1	--	--	96%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	0	--	--
English S* (01)	15	15	100%	100%	0	--	--
Praxis II English	15	15	100%	99%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	7	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	7	--	--	100%	0	--	--
Biology S* (04 + 05)	7	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Science Praxis Test II	3	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Geoscience S* (04 + 07)	3	--	--	96%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	85%	0	--	--
CSET Social Sci II	1	--	--	93%	0	--	--
CSET Social Sci III	1	--	--	92%	0	--	--
Aggregate	43	43	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	45	45	100%	100%	0	--	--
Aggregate	45	45	100%	99%	0	--	--

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

Institution/Program: UC Santa Barbara

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	75	75	100%	99%
Basic Skills				
CBEST	75	75	100%	100%
Aggregate	75	75	100%	100%
Professional Knowledge/Pedagogy				
RICA	38	38	100%	99%
Aggregate	38	38	100%	99%
Academic Content Areas				
English S* (01)	13	13	100%	100%
English Praxis II (20042)	13	13	100%	100%
Math S* (02)	7	--	--	100%
Math Praxis II (20063 + 30064)	7	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	8	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	8	--	--	100%
Aggregate	33	33	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	25	25	100%	100%
Aggregate	25	25	100%	100%

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

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 2002-2003 (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 gradate programs. Within those programs, there are a range of options for concentrated study in a specialized field. Graduate study at Santa Cruz emphasizes close interaction between faculty and students, independent student research, supervised teaching experience, and interdisciplinary work. The UCSC teacher preparation program is a combined Masters of Arts in Education and credential program spanning five academic quarters including Summer. The program offers 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 2002-2003

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 2002-2003

Continued full compliance with SB 2042 content standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	83	83	
Single Subject Candidates	46	46	
Education Specialist Candidates			
Totals	129	129	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	83	83	
Single Subject Candidates	46	46	
Education Specialist Candidates			
Totals	129	129	

Institution/Program: UC Santa Cruz

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

Number of Supervising Teachers During 2002-2003
(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	7		
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**3**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	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 Santa Cruz

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	129	129	100%	98%	0	--	--
Basic Skills							
CBEST	129	129	100%	100%	0	--	--
Aggregate	129	129	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	83	83	100%	98%	0	--	--
Aggregate	83	83	100%	98%	0	--	--
Academic Content Areas							
English S* (01)	10	10	100%	100%	0	--	--
Praxis II English	10	10	100%	99%	0	--	--
Biology S* (04 + 05)	6	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Physics S* (04 + 08)	3	--	--	96%	0	--	--
Physics Praxis II (0262 + 0433)	3	--	--	96%	0	--	--
Social Science S* (03)	17	17	100%	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	100%	0	--	--
CSET Science I	1	--	--	98%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	96%	0	--	--
Aggregate	37	37	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	67	67	100%	100%	0	--	--
Aggregate	67	67	100%	99%	0	--	--
							--

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

Institution/Program: UC Santa Cruz

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	42	42	100%	99%
Basic Skills				
CBEST	42	42	100%	100%
Aggregate	42	42	100%	100%
Professional Knowledge/Pedagogy				
RICA	36	36	100%	99%
Aggregate	36	36	100%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	29	29	100%	100%
Aggregate	29	29	100%	100%

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

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 2002-2003 (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 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, Cerritos, and Central Coast.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

Program excellence indicators are found in the following areas: (1) The quality of the reading preparation in the program: Candidates in the Multiple Subject program participate in a rigorous program of preparation to teach reading. Each student in both Multiple and Single Subject programs is independently visited and assessed by a reading supervisor two times during the semester, in addition to the assessment of teaching of reading by the University supervisor assigned to the candidate for student teaching. This emphasis on the teaching of reading and its success is supported by the 99% passage rate for the RICA in the 2002-2003 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 64% white, 22% Latino, 4% African American, 4% Asian, and 7% 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.

Institution/Program: **University of La Verne**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

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 2002-2003 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) Begin implementation of the California Commission on Teacher Credentialing's Teacher Performance Assessments. (4) 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. (5) 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/

Institution/Program: University of La Verne

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	554	430	124
Single Subject Candidates	349	260	89
Education Specialist Candidates	22	22	0
Totals	925	712	213

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	260	186	74
Single Subject Candidates	128	96	32
Education Specialist Candidates	12	12	0
Totals	400	294	106

Institution/Program: University of La Verne

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**52**	**35**	**0**
In Academic Positions with Rights and Responsibilities	9	8	0
In Non-Academic Positions without Rights and Responsibilities	43	27	0
Single Subject Programs	**44**	**26**	**0**
In Academic Positions with Rights and Responsibilities	6	5	0
In Non-Academic Positions without Rights and Responsibilities	38	21	0
Education Specialist Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	18:1	0:1
Education Specialist Programs	12:1	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 La Verne

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

Institution/Program: University of La Verne

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	208	207	100%	98%	94	93	99%
Basic Skills							
CBEST	208	208	100%	100%	94	94	100%
Aggregate	208	208	100%	100%	94	94	100%
Professional Knowledge/Pedagogy							
RICA	134	133	99%	98%	59	58	98%
Aggregate	134	133	99%	98%	59	58	98%
Academic Content Areas							
English S* (01)	8	--	--	100%	4	--	--
Praxis II English	8	--	--	99%	4	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	91%	0	--	--
Math S* (02)	5	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	3	--	--
Biology S* (04 + 05)	7	--	--	99%	1	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	1	--	--
Science Praxis Test II	1	--	--	93%	1	--	--
Chemistry S* (04 + 06)	1	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	1	--	--
Geoscience S* (04 + 07)	1	--	--	96%	1	--	--
Social Science S* (03)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
CSET English I	1	--	--	97%	0	--	--
CSET English II	1	--	--	94%	0	--	--
CSET English III	1	--	--	93%	0	--	--
CSET English IV	1	--	--	90%	0	--	--
Aggregate	33	33	100%	98%	10	10	100%
Other Content Areas							
MSAT (0140 + 0151)	64	64	100%	100%	25	24	96%
Business S* (15)	1	--	--	97%	3	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	95%	1	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	0	--	--
CSET MSE I	1	--	--	97%	0	--	--
CSET MSE II	1	--	--	94%	0	--	--
CSET MSE III	1	--	--	98%	0	--	--
Aggregate	72	72	100%	99%	31	30	97%

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	218	216	99%	99%
Basic Skills				
CBEST	218	218	100%	100%
Aggregate	218	218	100%	100%
Professional Knowledge/Pedagogy				
RICA	158	156	99%	99%
Aggregate	158	156	99%	99%
Academic Content Areas				
English S* (01)	3	--	--	100%
English Praxis II (20042)	3	--	--	100%
Spanish S* (10)	1	--	--	100%
Spanish: Skills Praxis II (20192)	1	--	--	100%
Spanish: Analysis Praxis II (30193)	1	--	--	100%
Math S* (02)	3	--	--	100%
Math Praxis II (20063 + 30064)	3	--	--	100%
Biology S* (04 + 05)	3	--	--	100%
Biology Praxis II (30233 + 30433)	3	--	--	100%
Geoscience S* (04 + 07)	2	--	--	100%
Geoscience Praxis II (30433)	2	--	--	100%
Social Science S* (03)	5	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	5	--	--	100%
Aggregate	17	17	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	82	82	100%	100%
Business S* (15)	3	--	--	100%
Health Science S* (16)	1	--	--	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	87	87	100%	100%

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

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 2002-2003 (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 Searning, 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 2002-2003

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
-Technology

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 2002-2003

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

Institution/Program: University of Phoenix

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,342	1,342	
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,342	1,342	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	933	933	
Single Subject Candidates			
Education Specialist Candidates			
Totals	933	933	

Institution/Program: **University of Phoenix**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**96**		
In Academic Positions with Rights and Responsibilities	96		
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8:1	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 2002-2003

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

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	272	268	99%	98%	0	--	--
Basic Skills							
CBEST	272	271	100%	100%	0	--	--
Aggregate	272	271	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	271	268	99%	98%	0	--	--
Aggregate	271	268	99%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	232	231	100%	100%	0	--	--
CSET MSE I	2	--	--	97%	0	--	--
CSET MSE II	2	--	--	94%	0	--	--
CSET MSE III	2	--	--	98%	0	--	--
Aggregate	234	233	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
(no data for 1999-2000)				

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of Redlands**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of Redlands School of Education fosters a student-centered approach to learning in which candidates for teaching, counseling and administrative credentials and graduate degrees experience rigorous academic preparation, scholarly inquiry, and professionally supervised field experiences that blend theory and practice. All of our programs carry forth our mission to provide skills in realizing educational equity for all learners, promote social justice, and nurture personal growth through reflection and self-evaluation. We are keenly aware our students will serve a widely diverse student population and they must be well prepared to work toward achieving effectiveness with people from diverse cultural and linguistic backgrounds. Our Preliminary Teacher Credential Preparation Program which is aligned with SB 2042 serves both undergraduate students and working adults who attend evening classes. Courses are offered on campus as well as at some area school and district sites.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

The University of Redlands School of Education is proud of its tradition of academic excellence through its implementation of innovative programs. Its diverse faculty adherence to effective practices that are informed by research and theory, small class size, and infusion of technology, classroom management, and language acquisition-related issues throughout each course and across the curriculum contribute to program excellence. The new school facility allows for student meetings, professor-students conferences, student group projects, and computer work through TaskStream, Blackboard, Powerpoint, Inspiration, and other technological tools.

Institution/Program: **University of Redlands**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2002-2003

1. Implementation of the CCTC-ETS Teaching Performace Assessment.

2. Including a Language Learning/Diversity course as an additional prerequisite for admission to the preliminary teacher credential program.

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

Institution/Program: University of Redlands

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	219	177	42
Single Subject Candidates	75	44	31
Education Specialist Candidates			
Totals	294	221	73

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	134	92	42
Single Subject Candidates	51	20	31
Education Specialist Candidates			
Totals	185	112	73

Institution/Program: **University of Redlands**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**	**10**	
In Academic Positions with Rights and Responsibilities	4	3	
In Non-Academic Positions without Rights and Responsibilities	16	7	
Single Subject Programs	**14**	**11**	
In Academic Positions with Rights and Responsibilities	4	3	
In Non-Academic Positions without Rights and Responsibilities	10	8	
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	3:1	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: **University of Redlands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	112	108	96%	98%	73	70	96%
Basic Skills							
CBEST	112	112	100%	100%	73	73	100%
Aggregate	112	112	100%	100%	73	73	100%
Professional Knowledge/Pedagogy							
RICA	89	85	96%	98%	38	35	92%
Aggregate	89	85	96%	98%	38	35	92%
Academic Content Areas							
Art S* (12)	1	--	--	96%	3	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	3	--	--
English S* (01)	4	--	--	100%	5	--	--
Praxis II English	3	--	--	99%	5	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	97%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Math S* (02)	0	--	--	100%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Biology S* (04 + 05)	0	--	--	99%	2	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	3	--	--
Science Praxis Test II	0	--	--	93%	2	--	--
Geoscience S* (04 + 07)	1	--	--	96%	2	--	--
Social Science S* (03)	1	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	2	--	--
CSET English I	0	--	--	97%	1	--	--
CSET English II	0	--	--	94%	1	--	--
CSET English III	0	--	--	93%	1	--	--
CSET English IV	0	--	--	90%	1	--	--
Aggregate	8	--	--	98%	21	21	100%
Other Content Areas							
MSAT (0140 + 0151)	33	33	100%	100%	15	15	100%
Business S* (15)	1	--	--	97%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	100%	1	--	--
CSET MSE I	3	--	--	97%	0	--	--
CSET MSE II	3	--	--	94%	0	--	--
CSET MSE III	3	--	--	98%	0	--	--
Aggregate	38	38	100%	99%	16	16	100%

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

Institution/Program: University of 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	163	162	99%	99%
Basic Skills				
CBEST	163	163	100%	100%
Aggregate	163	163	100%	100%
Professional Knowledge/Pedagogy				
RICA	125	124	99%	99%
Aggregate	125	124	99%	99%
Academic Content Areas				
Art S* (12)	1	--	--	100%
Art Praxis II (20131 + 20132)	1	--	--	100%
English S* (01)	8	--	--	100%
English Praxis II (20042)	8	--	--	100%
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Math S* (02)	2	--	--	100%
Math Praxis II (20063 + 30064)	2	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Geoscience S* (04 + 07)	1	--	--	100%
Geoscience Praxis II (30433)	1	--	--	100%
Social Science S* (03)	2	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	2	--	--	100%
Aggregate	17	17	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	57	57	100%	100%
Business S* (15)	4	--	--	100%
Health Science S* (16)	1	--	--	100%
Aggregate	62	62	100%	100%

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

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 2002-2003 (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; community service; and ethics, values, and diversity. 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 2002-2003

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 have engaged 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 2002-2003

The University of San Diego School of Education continues to engage in collaborative efforts with a range of constituents. Many of these programs were initiated as a result of "No Child Left Behind." Our special education internship program was initiated to meet the critical shortage of special education teachers. Students who are enrolled in a graduate program are placed as full-time special education teachers while pursuing coursework. Intern support is provided in collaboration with district and university personnel. In the summer of 2003 the University of San Diego entered into a new collaborative partnership with the San Diego Unified School District (SDUSD) to enhance the performance of new teachers working in low performing urban schools. The Partnership has been designed to integrate and develop the district's new teacher beginning assessment and support program with Masters level study at the university. All courses in the program are co-designed, and many are co-taught, by USD faculty and induction personnel from the SDUSD. The program is aimed at increasing teacher efficacy and retention, and improving student learning. Our most recent collaborative program, Community Teachers and Artists (CoTA) was developed to support student success through integrated arts. The USD School of Education and the Art Department in collaboration with Chula Vista School District work together to support student learning through creative expression.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
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 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	379	379	
Single Subject Candidates	145	145	
Education Specialist Candidates	37	30	7
Totals	561	554	7

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	78	78	
Single Subject Candidates	27	27	
Education Specialist Candidates	11	4	7
Totals	116	109	7

Institution/Program: University of San Diego

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	9		
Single Subject Programs	**7**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	4		
Education Specialist Programs	**3**	**3**	**4**
In Academic Positions with Rights and Responsibilities	1	1	4
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	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 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	109	109	100%	98%	2	--	--
Basic Skills							
CBEST	109	109	100%	100%	2	--	--
Aggregate	109	109	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	80	80	100%	98%	1	--	--
Aggregate	80	80	100%	98%	1	--	--
Academic Content Areas							
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Chemistry S* (04 + 06)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Aggregate	8	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	20	20	100%	100%	1	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	0	--	--
Aggregate	22	22	100%	99%	1	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	133	133	100%	99%
Basic Skills				
CBEST	133	133	100%	100%
Aggregate	133	133	100%	100%
Professional Knowledge/Pedagogy				
RICA	104	104	100%	99%
Aggregate	104	104	100%	99%
Academic Content Areas				
English S* (01)	8	--	--	100%
English Praxis II (20042)	8	--	--	100%
Biology S* (04 + 05)	2	--	--	100%
Biology Praxis II (30233 + 30433)	2	--	--	100%
Chemistry S* (04 + 06)	1	--	--	100%
Chemistry Praxis II (30242 + 30433)	1	--	--	100%
Social Science S* (03)	6	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	6	--	--	100%
Aggregate	17	17	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	27	27	100%	100%
Business S* (15)	1	--	--	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	29	29	100%	100%

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

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 2002-2003 (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) credentails 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 2002-2003

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 Bilignaul 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, Master of Arts in Teaching Reading 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 2002-2003

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

Institution/Program: University of San Francisco

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	295	295	0
Single Subject Candidates	117	117	0
Education Specialist Candidates	24	0	24
Totals	436	412	24

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	111	111	0
Single Subject Candidates	44	44	0
Education Specialist Candidates	24	0	24
Totals	179	155	24

Institution/Program: University of San Francisco

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Single Subject Programs	**13**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Education Specialist Programs	**0**	**17**	**10**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	17	10

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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	32:1

* 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 2002-2003

	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 2002-2003

	Number of Years
Multiple Subject Programs	N/A
Single Subject Programs	N/A
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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	122	121	99%	98%	4	--	--
Basic Skills							
CBEST	122	122	100%	100%	4	--	--
Aggregate	122	122	100%	100%	4	--	--
Professional Knowledge/Pedagogy							
RICA	80	79	99%	98%	2	--	--
Aggregate	80	79	99%	98%	2	--	--
Academic Content Areas							
English S* (01)	9	--	--	100%	0	--	--
Praxis II English	9	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	5	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Social Science S* (03)	5	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	100%	0	--	--
Aggregate	22	22	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	35	35	100%	100%	0	--	--
Aggregate	35	35	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers: Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	102	102	100%	99%
Basic Skills				
CBEST	102	102	100%	100%
Aggregate	102	102	100%	100%
Professional Knowledge/Pedagogy				
RICA	72	72	100%	99%
Aggregate	72	72	100%	99%
Academic Content Areas				
English S* (01)	7	--	--	100%
English Praxis II (20042)	7	--	--	100%
French S* (11)	1	--	--	100%
French: Skills Praxis II (20171)	1	--	--	100%
French: Analysis Praxis II (30172)	1	--	--	100%
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Social Science S* (03)	4	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	4	--	--	100%
Aggregate	13	13	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	51	51	100%	100%
Physical Education S* (09)	2	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	2	--	--	100%
Aggregate	53	53	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

Fully accredited under new state legislation, we continue to add new programs and options to better serve the needs of our teaching candidates and k-12 students in our cooperating schools. An example of this is a renewed focus on our Professional Development Schools, and a clearer articulation of our elementary school-university relationships.

In June USCRossier School of Education will begin a 14 month, Masters of Arts in Teaching. A post-baccalaureate population will earn a preliminary teaching credential focused on teaching in urban environments. It will include observation and fieldwork throughout the program and infuse Multimedia and Technology into the ethnographic and research efforts. A new DHH, Special Education-Distance Learning Program has now been implemented. The culmination of this program is a Master's Degree in Special Education with an Emphasis in working with the DHH population.

Beginning Fall 2004 an electronic portfolio will be used by all courses to prove mastery of Professional Preparation standards. Students embed their portfolio into a professional website which will hold artifacts related to mastery of standards.Faculty continues to explore a variety of culminating Teacher Performance Assessments to assure candidate competency and credential eligibility through use of this electronic format.

Currently, USC Rossier School of Education is been rated 22 of the top 50 Schools of Education in the United States. They also have achieved a rating of ninth, nationally, among private universities.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.usc.edu/dept/education/academic/ugte/

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 2002-2003 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	0
Single Subject Candidates	18	18	0
Education Specialist Candidates	7	7	0
Totals	84	84	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	40	40	0
Single Subject Candidates	12	12	0
Education Specialist Candidates	7	7	0
Totals	59	59	0

Institution/Program: **University of Southern California**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**72**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	72	0	0
Single Subject Programs	**20**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Education Specialist Programs	**7**	**0**	**0**
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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6:1	0:1	0:1
Single Subject Programs	3:1	0:1	0:1
Education Specialist Programs	3:1	0:1	0:1

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

Institution/Program: **University of Southern California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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	35	9	315

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	57	57	100%	98%	0	--	--
Basic Skills							
CBEST	57	57	100%	100%	0	--	--
Aggregate	57	57	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	44	44	100%	98%	0	--	--
Aggregate	44	44	100%	98%	0	--	--
Academic Content Areas							
English S* (01)	2	--	--	100%	0	--	--
Praxis II English	2	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	98	97	99%	99%
Basic Skills				
CBEST	98	98	100%	100%
Aggregate	98	98	100%	100%
Professional Knowledge/Pedagogy				
RICA	65	65	100%	99%
Aggregate	65	65	100%	99%
Academic Content Areas				
English S* (01)	5	--	--	100%
English Praxis II (20042)	5	--	--	100%
Math S* (02)	4	--	--	100%
Math Praxis II (20063 + 30064)	4	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	10	10	100%	100%
Other Content Areas				
MSAT (10140 + 20151)	17	17	100%	100%
Physical Education S* (09)	1	--	--	100%
Phys. Educ. Praxis II (20093 + 30092)	1	--	--	100%
Aggregate	18	18	100%	100%

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

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 2002-2003 (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 2002-2003

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 2002-2003

Courses for the Senate Bill 2042 programs for the Multiple and Single Subject Preliminary Credentials were implemented. A new course in Teaching and Assessment was offered in Fall Semester 2003, to include content to support the SB 2042 standards for Teaching English Learners, planning and assessment, and understandings of diversity. The SB 2042 program is now implementing an electronic teacher education portfolio for students to enter their work electronically as they take and complete each course. Students create electronic links for their work to the Teaching Performance Expectations. A new course in Teaching English Learners was implemented, and a new syllabus for a course, Teaching Exceptional Learners, is being finalized for implementation of the course in Fall semester 2004.

The Comprehensive Teacher Education Institute project with Lodi Unified School District and the Multiple Subject program received an award from the California Council on Teacher Education for distinguished service to children and the preparation of teachers on April 2, 2004.

All students in the teacher education and special education program develop mult-media web sites for unit plans, implementing California content standards and including goals, objectives, materials, instructional strategies, assessments, and plans for a related field trip.

A conceptual framework document was revised and completed and an assessment plan for Teacher Education for NCATE re-accreditation was completed. The teacher education programs underwent a successful review for re-accreditation by CCTC, and a successful re-accreditation decision is expected from NCATE.

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

Institution/Program: University of the Pacific

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	67	65	2
Single Subject Candidates	53	35	18
Education Specialist Candidates	15	15	0
Totals	135	115	20

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	44	42	2
Single Subject Candidates	29	11	18
Education Specialist Candidates	4	4	0
Totals	77	57	20

Institution/Program: **University of the Pacific**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**6**	
In Academic Positions with Rights and Responsibilities	5	5	
In Non-Academic Positions without Rights and Responsibilities	1	1	
Single Subject Programs	**7**	**5**	
In Academic Positions with Rights and Responsibilities	6	4	
In Non-Academic Positions without Rights and Responsibilities	1	1	
Education Specialist Programs	**1**	**0**	
In Academic Positions with Rights and Responsibilities	1	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	27:1	0:1
Single Subject Programs	15:1	27:1	0:1
Education Specialist Programs	15:1	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 the Pacific**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

	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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	57	54	95%	98%	20	20	100%
Basic Skills							
CBEST	57	57	100%	100%	20	20	100%
Aggregate	57	57	100%	100%	20	20	100%
Professional Knowledge/Pedagogy							
RICA	44	42	95%	98%	2	--	--
Aggregate	44	42	95%	98%	2	--	--
Academic Content Areas							
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	97%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	8	--	--	100%	2	--	--
CSET MSE I	1	--	--	97%	0	--	--
Aggregate	9	--	--	99%	2	--	--

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

Institution/Program: 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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	71	71	100%	99%
Basic Skills				
CBEST	71	71	100%	100%
Aggregate	71	71	100%	100%
Professional Knowledge/Pedagogy				
RICA	44	44	100%	99%
Aggregate	44	44	100%	99%
Academic Content Areas				
Math S* (02)	1	--	--	100%
Math Praxis II (20063 + 30064)	1	--	--	100%
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	11	11	100%	100%
Aggregate	11	11	100%	100%

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

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 2002-2003 (Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Vanguard University of Southern California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Vanguard University's Graduate Program in Education is authorized by the California Commission on Teacher Credentialing under SB 2042 guidelines to offer a Multiple Subject Credential, Single Subject Credential and a CLAD Certificate. Eligible students may apply their Vanguard University (VU)credential coursework, CLAD Certificate coursework, or district induction work toward the Master of Arts in Education. The program is dedicated to a highly personalized approach to teacher education and graduate training.

The mission of the Graduate Program in Education is to provide a supportive, reflective community in which teachers develop professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest spiritual, intellectual, emotional, social, and physical potential.

The Superintendent of Schools of a large urban district in Orange County commented, "What I love about teachers from Vanguard University is that they see teaching as a calling, and not just a job." This sense of calling permeates all aspects of teacher preparation at VU. Our institution is committed to preparing candidates to teach in schools with highly diverse student populations, such as those in our partner school districts.

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, all who believe that "to teach a child is to touch a life forever".

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 2002-2003

Vanguard Univeristy's Graduate Program in Education is integrating the Teacher Performance Assessment (TPA) into the curriculum of its teacher preparation program for final implementation in fall 2004.

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

Institution/Program: **Vanguard University of Southern California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 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	49	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0	0	0
Totals	58	58	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	8	8	0
Education Specialist Candidates	0	0	0
Totals	54	54	0

Institution/Program: **Vanguard University of Southern California**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0
Single Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	2	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2002-2003*

	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 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	14	420
Single Subject Programs	25	16	400
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	51	51	100%	98%	0	--	--
Basic Skills							
CBEST	51	51	100%	100%	0	--	--
Aggregate	51	51	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	43	43	100%	98%	0	--	--
Aggregate	43	43	100%	98%	0	--	--
Academic Content Areas							
Biology S* (04 + 05)	1	--	--	99%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Social Science S* (03)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	0	--	--
Aggregate	24	24	100%	99%	0	--	--

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

	Program Completers			
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	47	47	100%	99%
Basic Skills				
CBEST	47	47	100%	100%
Aggregate	47	47	100%	100%
Professional Knowledge/Pedagogy				
RICA	32	32	100%	99%
Aggregate	32	32	100%	99%
Academic Content Areas				
Physics S* (04 + 08)	1	--	--	100%
Physics Praxis II (30262 + 30433)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	2	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	11	11	100%	100%
Aggregate	11	11	100%	100%

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

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 2002-2003 (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. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 across the curricular components. Our purpose is to provide candidates with tools needed to survive their first

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 2002-2003

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

Institution/Program: **Westmont College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	11	11	
Single Subject Candidates	2	2	
Education Specialist Candidates	0	0	
Totals	13	13	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	11	11	
Single Subject Candidates	2	2	
Education Specialist Candidates	0	0	
Totals	13	13	

Institution/Program: **Westmont College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	0		
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 2002-2003*

	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	0:1	0:1	0:1

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

Institution/Program: **Westmont College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	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 2002-2003

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

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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	13	13	100%	98%	0	--	--
Basic Skills							
CBEST	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	0	--	--
Aggregate	11	11	100%	98%	0	--	--

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

Institution/Program: **Westmont College**

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	25	25	100%	99%
Basic Skills				
CBEST	25	25	100%	100%
Aggregate	25	25	100%	100%
Professional Knowledge/Pedagogy				
RICA	20	20	100%	99%
Aggregate	20	20	100%	99%
Academic Content Areas				
English S* (01)	2	--	--	100%
English Praxis II (20042)	2	--	--	100%
Aggregate	2	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	2	--	--	100%
Aggregate	2	--	--	100%

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

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 2002-2003 (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 and (2) Single Subject.

Teacher education programs at Whittier College are grounded in a set of guiding principles. Among others, these include commitments to: (1) developing a constructivist approach to learning and teaching; (2) valuing cultural and linguistic diversity and supporting all students' learning; (3) establishing a climate which promotes fairness and respect, along with both independent and group learning; and (4) growing professionally by continually reflecting on one's practice and pursuing other opportunities for learning.

Teacher preparation programs at Whittier College are strongly supported by fieldwork experiences in local schools. Many of the program graduates choose to remain in the greater Los Angeles area serving children and youth in socio-economically, ethnically, and linguistically diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2002-2003

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 2002-2003

The first cohort of SB2042 teacher candidates entered the multiple subject and single subjects credential programs in summer 2003. Both MS and SS preliminary credential programs have been reconfigured to meet new SB2042 standards, which feature embedded Teacher Performance Assessment (TPA)practice in most courses, enhanced curriculum and pedagogy coursework, and new coursework in working with special populations and promoting students' health and safety. A focus on technology continues to be emphasized in all coursework. Partnerships with local school district capitalize on using National Board Certified teachers as adjunct faculty and/or master teachers.

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

www.whittier.edu

Institution/Program: **Whittier College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2002-2003 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	81	41	40
Single Subject Candidates	51	28	23
Education Specialist Candidates			
Totals	132	69	63

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2002-2003

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	45	16	29
Single Subject Candidates	23	13	10
Education Specialist Candidates			
Totals	68	29	39

Institution/Program: **Whittier College**

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

Number of Supervising Teachers During 2002-2003
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**10**	
In Academic Positions with Rights and Responsibilities	10	10	
In Non-Academic Positions without Rights and Responsibilities	0	0	
Single Subject Programs	**5**	**5**	
In Academic Positions with Rights and Responsibilities	5	5	
In Non-Academic Positions without Rights and Responsibilities	0	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 2002-2003*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	3:1	0:1
Single Subject Programs	3:1	4:1	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: **Whittier College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2002-2003

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	30	15	450
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2002-2003

	Number of Years
Multiple Subject Programs	1.5
Single Subject Programs	1.5
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 2002-2003

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate	Number Tested	Number Passed	Pass Rate
Summary Totals and Pass Rate	29	28	97%	98%	39	39	100%
Basic Skills							
CBEST	29	29	100%	100%	39	39	100%
Aggregate	29	29	100%	100%	39	39	100%
Professional Knowledge/Pedagogy							
RICA	15	14	93%	98%	28	28	100%
Aggregate	15	14	93%	98%	28	28	100%
Academic Content Areas							
Art S* (12)	1	--	--	96%	1	--	--
Art Praxis II (0131 + 0132)	1	--	--	98%	1	--	--
English S* (01)	1	--	--	100%	1	--	--
Praxis II English	1	--	--	99%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Social Science S* (03)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	100%	1	--	--
Aggregate	3	--	--	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	14	14	100%
Aggregate	5	--	--	99%	14	14	100%

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

Institution/Program: **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 1999-2000 Cohort, Updated Data Table

Test Field/Category	Program Completers			
	Number Tested	Number Passed	Pass Rate	Statewide Pass Rate
Summary Totals and Pass Rate	81	81	100%	99%
Basic Skills				
CBEST	81	81	100%	100%
Aggregate	81	81	100%	100%
Professional Knowledge/Pedagogy				
RICA	57	57	100%	99%
Aggregate	57	57	100%	99%
Academic Content Areas				
English S* (01)	1	--	--	100%
English Praxis II (20042)	1	--	--	100%
Biology S* (04 + 05)	1	--	--	100%
Biology Praxis II (30233 + 30433)	1	--	--	100%
Social Science S* (03)	1	--	--	100%
Soc. Studies Praxis II (20082 + 20083)	1	--	--	100%
Aggregate	3	--	--	100%
Other Content Areas				
MSAT (10140 + 20151)	18	18	100%	100%
Aggregate	18	18	100%	100%

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

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.