California Commission on Teacher Credentialing
Annual Report on
California Teacher Preparation Programs
Academic Year: 2003-2004

Office of Postsecondary Education
U.S. Department of Education

Annual State Questionnaire on Teacher Preparation: Academic Year: 2003-2004

State: **California**

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Annual Report Card on California Teacher Preparation Programs for Academic Year 2003-2004 as Required by Title II of the 1998 Reauthorization of the Higher Education Act

Introduction

This agenda item presents the 2003-2004 Annual Report Card on California Teacher Preparation Programs, as required by Title II of the 1998 Reauthorization of the Higher Education Act. It is the fourth annual report of its kind, and includes the pass-rate data for all examinations used for credentialing purposes in California.

Background

In October 1998, Congress and the President passed the Higher Education Reauthorization Act, which contained many provisions affecting higher education. Title II of this Act included new federal grant programs that support efforts to improve the recruitment, preparation, and support of new teachers. In addition, Title II also 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 for greater accountability for ensuring teacher quality.

In 1999, California received a three-year $10.6 million Title II State Teacher Quality Enhancement grant, which supported the State's efforts in reforming state licensure and certification requirements. The Commission, in close collaboration with the Secretary for Education and cooperating educational partners, completed the final year of the grant in 2002. This grant was instrumental in supporting California's teacher education reform effort as envisioned and enacted by SB 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). SB 2042 provided the impetus to align all educator preparation programs in California with the academic *Content Standards for California Public Schools, Kindergarten through Grade 12* and also with the *California Standards for the Teaching Profession*. In addition, the grant assisted in the development of the model standards-based performance assessment, the California Teaching Performance Assessment (CA TPA).

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

Institutional Report Cards for 2003-2004

Using the secure, web-based data transmission system developed by the Commission, all 87 of California postsecondary institutions and school districts that have approved Multiple Subject, Single Subject, and Education Specialist credential programs submitted their institutional report card data to the Commission on Teacher Credentialing on or before April 7, 2005, in compliance with federal reporting deadlines set forth in Title II.

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

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, the numbers of program completers who completed programs during the 2003-2004 reporting period;
- Pass rate data on examinations used for credentialing purposes in California: specifically, the CBEST, the RICA, and subject matter examinations for multiple subjects, agriculture, art, biological science, business, chemistry, English, geoscience, health, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, physics, and social science. Future reports will contain data from any new assessments, as they become available; and
- Updated pass-rate data on examinations taken by the 2000-2001 program completer cohort, first reported by institutions in April 2002. Consistent with Title II regulations, this is the second reporting cycle that teacher preparation programs were required to supply 3-year updated pass rate information. The intent of this provision of Title II is to capture pass-rate data for any program completer who, at the time of the original reporting period, had not passed one or more of the required examinations, but has since done so. This aspect of reporting will continue annually.

The State Report

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

- A description of state teacher certification or licensure assessment and other requirements;
- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments and (b) state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and licensure for those who completed teacher preparation programs in 2003-04. This section of the report will also include ranking, by quartile, of the teacher preparation programs within the state for all teacher preparation programs with the exception of alternative

routes to certification. This report includes pass-rate information for alternative routes to certification reported separately from pass rate information for traditional routes, as mandated by Title II guidelines.

- Information on emergency permits and waivers of state certification or licensure requirements and the distribution of under-qualified teachers in high-poverty school districts;
- A description of the criteria for assessing the performance of teacher preparation programs within the state;
- A description of state efforts to improve teacher quality; and
- Updated pass-rate data on examinations taken by the 2000-2001 cohort and reported in the Commission's first Annual Report Card on California Teacher Preparation Programs Required by Title II, submitted in October 2001. Title II regulations require that the Commission rerank, by quartile, teacher preparation programs in the state using 3-year updated data.

The *2003-2004 Annual Report Card on California Teacher Preparation Programs* is included in Attachment A. Due to its size, the section of the report that includes the *Institutional Reports for Academic Year 2003-2004* (Appendix B) is not included in the printed version of this agenda item. It is available for viewing on the electronic version found at the Commission's web site at *www.ctc.ca.gov*.

If approved, the final version of the report will be available on the Commission web site for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the U.S. Department of Education will be completed via the web-based Title II Data Collection System by October 7, 2005. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the state report in its entirety will be available via a hyperlink from the federal web site to the Commission web site.

Staff Recommendation

Staff recommends that the Commission approve the *2003-2004 Annual Report Card on California Teacher Preparation Programs*, and transmit the reformatted web-based version of the report to the USDE on or before October 7, 2005.

Attachment A

Annual Report Card
on
California Teacher Preparation Programs
For
Academic Year 2003-2004

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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 2005 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.

Table 1: Members of the California Commission on Teacher Credentialing*

Leslie Peterson Schwarze, Chair School Board Member	Lawrence H. Madkins Jr. Teacher
Jon Stordahl, Vice Chair Teacher	Gloria Grant Teacher
Maytte Bustillos Teacher	Elaine C. Johnson Public Representative
Guillermo Gomez Teacher	Aida Molina Administrative Representative
Steve Lilly Faculty Member	Beverly Young California State University
Catherine Banker Public Representative	Marilyn McGrath California Postsecondary Education Commission
Paul Clopton Public Representative	Athena Waite Regents, University of California
Leslie Littman Designee, Office of the Superintendent of Public Instruction	Karen Symms Gallagher Association of Independent California Colleges and Universities

****As of June 2005, there are three 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 to 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 2003-2004 school year, the California Department of Education reports that there were more than 6.29 million children enrolled in California's 9,223 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 46% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 32.5% are white, 11.1% are Asian, Filipino or Pacific Islander, 8.1% 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 74 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 2003-04 indicates a continuing decline in enrollment from 2001-02 through 2003-04. The following chart illustrates the decline in the numbers of prospective teachers enrolled in teacher preparation programs in California.

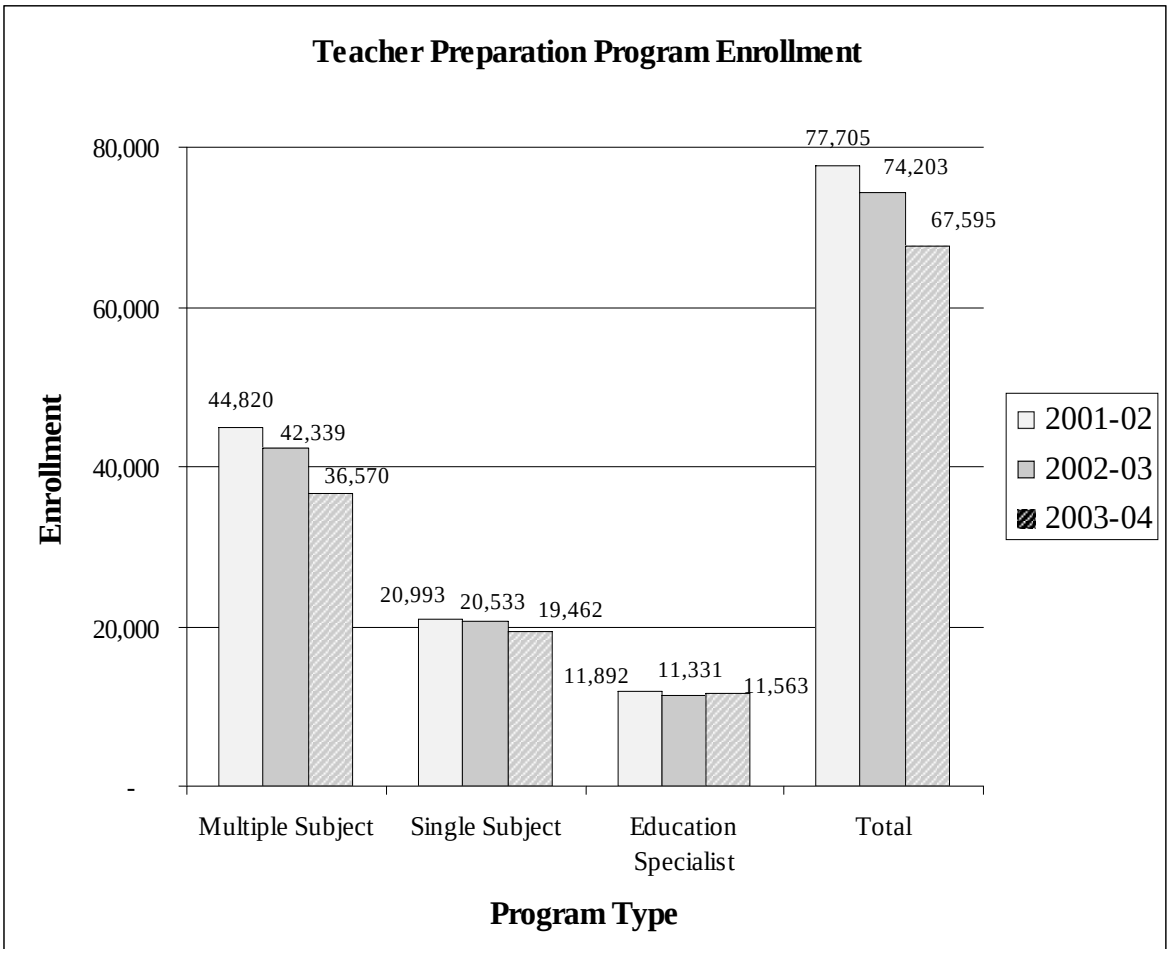
As the table below indicates, total enrollment declined by 8.9 percent, and enrollment declined across both multiple and single subject credential programs between 2002-03 and 2003-04. The Education Specialist Programs have seen a slight increase in enrollment.

Table 2: Teacher Preparation Program Enrollment

	2001-2002	2002-2003	2003-2004	One year change
Multiple Subject	44,820	42,339	36,570	- 13.6%
Single Subject	20,993	20,533	19,462	- 5.2%
Education Specialist	11,892	11,331	11,563	+ 2.0%
Total	77,705	74,203	67,595	- 8.9%

[1] *Fact Book 2005 Handbook of Education Information*, California Department of Education, 2005

Figure 1:



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 2000-2001 cohort.

✓ Copies of institutional report cards that were submitted in April 2005. 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 2003-2004 reporting period; and
- Pass rate data for all assessments used by the state for initial credentialing.
- Third year updated pass rate information for 2000-2001 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, *no matter the delivery mode,* are held to the same standards of quality and effectiveness, and all programs include instruction in pedagogy and supervised teaching.

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.

Table 3: 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)
Languages other than English	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:

Table 4 : First and Second Level Certificates

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 are pursuing 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 Commission-approved fifth year of study and advanced coursework.

Although completion of an induction program is the required 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 required 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 single subject, multiple subject and education specialist candidates.

The completion of an approved program including 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 5 on the following page.[2]

Because this report is for the reporting period 2003-04, 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 http://www.ctc.ca.gov/credentials/requirements.html

Table 5: Requirements for the Multiple Subject, Single Subject, and Education Specialist Credentials, 2003-04

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 and 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**	*Ryan Candidates* 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). *SB 2042 Candidates*: 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. *Ryan and SB 2042 Candidates* 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 Single Subject Teaching Credential	• A baccalaureate or higher degree in a content area other than education from a regionally accredited college or university; • Verification of subject matter competence (in the teaching authorization) by the passage of a subject-matter examination or completion of a Commission approved subject-matter program (for specialized science only, passage of appropriate examination or by	**Professional Clear Single Subject Teaching Credential**	*Ryan Candidates* 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

	verification of completion of subject matter coursework from CTC) ; • Completion of a professional teacher preparation program including student teaching and 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.		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). *SB 2042 Candidates* 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. *Ryan and SB 2042 Candidates:* 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 Specialist Instruction Credential	• A baccalaureate or higher degree from a regionally accredited college or university; • Verification of subject matter competence by the passage of a subject-matter examination or completion of a Commission approved subject-matter program; • Completion of a professional Education Specialist preparation program including student teaching and 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.	**Professional Clear Level II Education Specialist Instruction Credential**	All the requirements for the Preliminary Level I Education Specialist Teaching Credential *and* ▪ Completion of an individualized induction plan; ▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-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 2003-04; (2) the transition to a new subject matter examination program, the California Subject Examination for Teachers (CSET); and (3) changes in assessment requirements to align with the federal Public Law 107-110: No Child Left Behind Act (NCLB).

Requirements for 2003-04 Reporting Period

The Commission operates one of the largest educator-testing systems in the country with over 200,000 individual examinations administered each year. Multiple subject, single subject, and education specialist teacher candidates are required to pass a basic skills assessment in order to obtain a preliminary or 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:

Table 6: 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. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics.

While California Education Code Section 44252 (f) requires candidates to take the CBEST prior to admission to a program of professional preparation for diagnostic purposes, passage of the examination is not required for entry into the state's teacher preparation programs. Programs are required to assure that candidates demonstrate proficiency in basic skills before advancing them to daily student teaching responsibilities and many use passage of the CBEST to verify this. 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.

Table 7: Performance Assessment of Professional Knowledge and Pedagogy

Test Name	State Cut Score	Test Score Range
Reading Instruction Competence Assessment (RICA)		
Written Examination	81	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. Candidates have the option of satisfying the requirement by either passing the written examination or 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 utilize the video performance option when taking the RICA.

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 demonstrate competency in 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 collaboratively 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 2003-04.

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 21 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. Candidates for the Education Specialist Instruction Credential must demonstrate subject matter competency in either elementary subjects or one of the 21 specific content areas.

For 2003-04, 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 63% of Multiple Subjects credential candidates and 50% 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:

Table 8: California Credential Subject Matter Areas (2003-04)

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*

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 had taken and passed various parts of the Single Subject Assessment for Teaching/Praxis II test was offered in Spring of 2003 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. A passing score on a subject matter examination is valid for five years from the date of the test administration.

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. 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 in Spring of 2004 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, 2004.

Currently, new subject matter requirements and standards are being developed by the Commission for agriculture, business, health science, home economics, and industrial and technology education, and languages other than English: American Sign Language. The CSET examinations which reflect the new subject matter requirements and standards for these subjects will be available in fall 2005.

Table 9 lists the examinations used in 2003-04 to verify subject matter competence for Multiple Subject and 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.[3]

Table 9: Subject Matter Examinations for Preliminary Credentials (2003 through Fall 2005)

Subject	Examination Name
Multiple Subject Credential and Education Specialist Credential: *A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement*	
Liberal Studies or Elementary Subject Matter [1]	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

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

Table 9: Subject Matter Examinations for Preliminary Credentials (2003 through Fall 2005)	
Subject	**Examination Name**
Single Subject Credentials and Education Specialist Credential: *A candidate must pass all examination(s) in one of the two boxes on the right to satisfy the subject matter requirement*	
Agriculture[5]	S S A T Agriculture
	CSET Subtest I: Plant and Soil Science; Ornamental Horticulture CSET Subtest II: Animal Science; Environmental Science and Natural Resource Management CSET Subtest III: Agricultural Business and Economics; Agricultural Systems and Technology
Art[4]	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[5]	S S A T Business
	CSET Subtest I: Business Management; Marketing CSET Subtest II: Accounting and Finance; Economics CSET Subtest III: Information Technology; Business Environment and Communication
English[1]	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[5]	S S A T Health Science
	CSET Subtest I: Foundations of Health Education; Human Growth and Development; Chronic and Communicable Diseases CSET Subtest II: Nutrition and Fitness; Mental and Emotional Health; Alcohol, Tobacco, and Other Drugs CSET Subtest III: Family Life and Interpersonal Relationships; Consumer and Community Health; Environmental Health
Home Economics[5]	S S A T Home Economics
	CSET Subtest I: Personal, Family, and Child Development CSET Subtest II: Nutrition, Foods, and Hospitality CSET Subtest III: Fashion and Textiles; Housing and Interior Design; Consumer Education
Industrial & Technology Education[5]	S S A T Industrial and Technology Education
	CSET Subtest I: Nature of Technology CSET Subtest II: Power and Energy; Information and Communication; Project and Product Development

Table 9: Subject Matter Examinations for Preliminary Credentials (2003 through Fall 2005)	
Subject	**Examination Name**
Languages Other than English	
- American Sign Language (will be administered for the first time on November 5, 2005)	CSET Subtest I: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: General Linguistics; Linguistics of the Target Language – American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) CSET Subtest III: Linguistics of the Target Language – American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production
- French[4]	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[3]	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[3]	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[3]	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 and Comparisons CSET Subtest III: Language and Communication: Listening Comprehension, Reading Comprehension, Written Expression, Oral Expression
- Mandarin[3]	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[3]	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

Table 9: Subject Matter Examinations for Preliminary Credentials (2003 through Fall 2005)	
Subject	**Examination Name**
- Russian[3]	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[4]	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[3]	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 [1]	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[2]	CSET Subtest I: Algebra; Number Theory CSET Subtest II: Geometry; Probability and Statistics
Music[4]	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
Physical Education[4]	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

Table 9: Subject Matter Examinations for Preliminary Credentials (2003 through Fall 2005)	
Subject	**Examination Name**
Science:	
- Biological Science[1]	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/Life Science
- Biological Science (Specialized)[2]	CSET Subtest III: Biology/Life Science CSET Subtest IV: Biology/Life Science
- Chemistry[1]	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)[2]	CSET Subtest III: Chemistry CSET Subtest IV: Chemistry
- Geosciences[1]	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)[2]	CSET Subtest III: Earth and Planetary Science CSET Subtest IV: Earth and Planetary Science
- Physics[1]	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)[2]	CSET Subtest III: Physics CSET Subtest IV: Physics
Social Science[1]	S S A T Social Science Praxis II Social Studies: Analytical Essays Praxis II Social Studies: Interpretation of Materials
	CSET Subtest I: World History; World Geography CSET Subtest II: U.S. History; U. S. Geography CSET Subtest III: Civics; Economics; California History

[1] 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.

[2] 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.

[3] For Foreign Language examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, only S S A T scores from an administration prior to June 30, 2004 may be used towards California certification. The CSETs in these areas were first administered in Fall 2004.

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

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

Acronyms:
MSAT: Multiple Subjects Assessment for Teachers
S S A T: Single Subject Assessments for Teaching[1]
CSET: California Subject Examinations for Teachers

[1] *The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES) has developed the Single Subject Assessments for Teaching (S S A T) program solely for the purpose of teacher credentialing in California. The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test board or the SSAT test developed and administered by that organization.*

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. The model includes both formative assessment data as well as summative assessment data for each credential candidate and pilot testing and field review have been conducted. The assessment system contains a set of performance tasks and task-specific rubrics, assessor training, and administrator training. Alternatively, program sponsors may choose to develop their own teaching performance assessments that must meet the same standards as the CA TPA.

Statewide Policy Changes Related to the No Child Left Behind Act

During the summer of 2003, the California State Board of Education adopted the 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 MS)." 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 MS examination.

Alignment of Standards and Assessments

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

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 alignment of all teacher preparation standards with California's K-12 academic content standards for students and the *California Standards for the Teaching Profession;*
- The creation of a two-tiered teaching credential that would establish the completion of a standards-based induction program as a path to the Level II or Professional Clear credential;
- Increased accountability by building a teaching performance assessment into initial teacher preparation; 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.[4] They are as follows:

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

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

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

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 General Education 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.

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

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations that describe what beginning teachers should know and be able to do regardless of pupil level or content area. These unique, overarching standards define the levels of pedagogical competence and performance that the Commission expects all candidates to attain as a condition for earning an initial teaching credential.[5] 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 multiple and single subject 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

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

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. California Commission on Teacher Credentialing. 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

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

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

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.[6]

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 2005, the Commission had approved 148 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.

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

Standards and Assessments for Students in Public Schools

The California State Board of Education 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.[7]

California's student assessment system, the California Standardized Testing and Reporting (STAR) program, was authorized by the governor and the Legislature in 1997. The STAR program currently has four components: (1) the California Achievement Test, Sixth Edition Survey (CAT/6), published by CTB/McGraw-Hill; (2) the California Standards Test (CST) produced for California public schools; (3) California Alternative Performance Assessment (CAPA), a new assessment for students with significant cognitive disabilities, who are not able to take the CSTs or the CAT/6; and (4) the 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 content area 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.

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

Statewide and Institutional Pass Rates

This section of the report provides statewide information about the number of individuals who completed programs of professional preparation in the 2003-2004 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 2003-2004 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 2000-2001 year included as Appendix A.

Statewide Assessments used for Certification

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

Important Note: The knowledge assessed by the CBEST and subject matter examinations is not typically acquired through the teacher preparation program. Verification of basic skills is required prior to recommendation for the credential while subject matter knowledge is required before advancement to the supervised classroom teaching portion of a teacher preparation program. The RICA is currently the only assessment required for certification that is designed to test 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 10: Description of the Assessments Used in the Report 2003-2004

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

Institutional Pass-rate Data for Academic Year 2003-2004

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 2003-2004 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.*[8] The methodology prescribed

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

in the guide requires pass rate percentages to be reported to the nearest whole percent, with ties to be included in the same quartile ranking. The resulting "adjusted quartiles" may not contain the same number of institutions within each quartile. Every institution in a given quartile has the same ranking.

Caution should be exercised when interpreting aggregate pass rate data and quartile rankings for the summary and individual assessment categories. Rankings on which quartile assignments are based may be somewhat unreliable given the narrow range of the pass rates for the summary and assessment categories. Also, not all "program completers" are required to take all the assessments reported and the assessments are taken in various stages of their preparation to become teachers.

Pass rates may be influenced by a number of variables including program size. One candidate's performance has a larger impact on smaller programs than on larger programs. For example, a program with 20 program completers would have a 100% overall pass rate and be in the first quartile if all of its program completers passed all the assessments they took for credentialing purposes (e.g., CBEST, subject matter tests, 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 B provide the necessary context for analyzing the merits and features of an individual teacher preparation program. Title II reporting requirements do not require quartile rankings for alternative route programs.

The overall summary pass rates for program sponsors for traditional teacher preparation programs for the 2003-2004 academic year are high, from 87% 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 90% 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 90% to 100%. Pass rates for the RICA for alternative routes to certification range from 92% 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.

Figure 2: Statewide Certification Data for 2003-2004

27,822 Total number of persons who received initial certification or licensure in the state during the 2003-2004 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	16,632
Single Subject	8,195
Education Specialist	2,995

3,575 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2003-2004 academic year.

Credential Type	Number
Multiple Subject	1,577
Single Subject	1,655
Education Specialist	343

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.

As such, Appendix A-3 contains the third year cohort update for program completers in the academic year 2000-2001.

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.*[9]

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: subject matter and teacher preparation. 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.

[9] *Educator Preparation for California 2000: The Accreditation Framework* is available on line at http://www.ctc.ca.gov/educator-prep/PDF/accreditation_framework.pdf.

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, 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.[10]

[10] 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 http://www.ctc.ca.gov/educator-prep/program-standards.html

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

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. Currently twenty of California's institutions have NCATE accreditation and additional institutions are working toward NCATE 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 institutional review 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 forward 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 summer 2005 with any recommendations for changes to the system to be considered by the Commission during the fall of 2005. Any changes adopted by the Commission will be reported in the 2005 Title II report.

Waivers of State Certification Requirements

During the 2003-2004 academic year, there were over 306,000 teachers teaching in California's public schools.[11] 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 of public school teachers who are teaching with less than full certification. According to the Commission's *2003-04 Annual Report: Emergency Permits and Credential Waivers*, the number of emergency teaching permits issued was 10,242 which is a 50.2 percent decrease from 2002-03.[12] It was the fourth 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 2003-04, 458 teaching credential waivers were issued to public schools (excluding day-to-day substitutes), down from 1080 issued in 2002-2003. This represents a 57.6 percent decrease over fiscal year 2002-03. In the *Annual Report Card on California Teacher Preparation Programs for Academic Year 2002-2003*, the information reported on emergency permits and waivers included all permits and waivers, except for day-to-day substitutes, not only teaching permits and waivers. The totals reported in the prior report included permits and waivers issued to administrative services, pupil personnel services, and clinical or rehabilitative services credentials.

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.

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[11] *Fact Book 2005 – Handbook of Education Information*, California Department of Education, 2005. Available on line at www.cde.ca.gov/re/pn/fb/documents/factbook2005.pdf

[12] *2003-2004 Annual Report: Emergency Permits and Credential Waivers.* Available on line at: www.ctc.ca.gov/reports/EPW_2003-2004.pdf

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 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 2003-2004.

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 11 describes the different categories and terms California uses for temporary waivers of state certification requirements.[13] 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**.

[13] 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_2003_2004.pdf.

Table 11: Waivers of Credential Requirements 2003-2004

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. Requirements: 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. Recent Commission Action 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 funding for the 2005-2006 fiscal year is expected for Pre-Interns.
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. Requirements 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. Recent Commission Action: 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.

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, 2004. 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 12: Classroom Teachers with Waivers, by Category as of October 1, 2004

Reporting Categories	Total Number of Teachers[14]	Number of Teachers Not Fully Certified[15]
State Totals	306,553	9,379
High-Poverty Districts[16]	84,049	2,551
All other Districts[17]	222,504	6,828
Reading/Language Arts (elementary)	137,506	2,082
Arts -- All levels	3,926	107
Bilingual Education/ESL -- All levels	166,348	1,272
Special Education -- All levels	26,945	4,035
Career/Technical Education -- All levels	3,637	18
English/Language Arts -- Middle, Jr. High, High School.	26,250	602
Foreign Language Arts -- Middle, Jr. High, High School.	5,429	242
Mathematics -- Middle, Jr. High, High School.	18,908	761
Science -- Middle, Jr. High, High School.	14,817	502
Social Studies -- Middle, Jr. High, High School.	16,029	442

[14] 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).

[15] 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.

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

[17] 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 or district intern program. The college or university and the employer are required to provide supervision for those individuals on the Individualized Internship Certificate.

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. 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. All teacher preparation programs in the state and 148 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 in 2003-2004 the number of emergency teaching permits decreased to 10,242 which is a 50.2 percent decrease from 2002-03. Likewise, the percentage of teaching waivers issued that same academic year decreased by 57.6 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

Some of the 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.

AB 2171 (Benoit, Chapter 106 Statutes of 2004) adds Pupil Personnel Services: School Social Work to the list of credentials with the CBEST exemption option for prelingually deaf applicants. Just as the credentials issued for Education Specialist: Deaf and Hard of Hearing, Pupil Personnel Services: School Counseling, and Pupil Personnel Services: School Psychology, there is a job-related assessment in lieu of CBEST and the authorization is restricted to serving students in state special schools and students who are deaf or hard of hearing

AB 2286 (Mountjoy, Chapter 658 Statutes of 2004) adds internship programs for the Education Specialist: Mild/Moderate Credential as an early completion route option. The Commission would need to adopt an existing exam in mild/moderate disabilities in addition to requiring candidates to complete all of the requirements listed below for the current early completion route for multiple and single subject credentials. Programs would meet the performance requirement for the early internship completion option through the use of the currently approved field work assessment component.

AB 3001 Dymally (Chapter 902, Statutes of 2004) addresses teacher quality issues and assigns new oversight and reporting responsibilities to the Commission on Teacher Credentialing, the Superintendent of Public Instruction (SPI), County Superintendents and the Fiscal Crisis and Management Assistance Team (FCMAT).

Among the bill's provisions, those that specifically pertain to the work of the Commission:

- Expands the requirements of the Commission's annual report to the Legislature, Teacher Supply in California, to include the "availability of teachers in California" and:
  - authorizations (all types) issued to teachers of English learners;
  - the number of preliminary or professional clear credential holders;
  - authorizations issued (other than those already reported) that do not meet federal No Child Left Behind (NCLB) requirements;
  - deletes the requirement that the Commission report by subject matter and adds the requirement that the Commission report by county and school district the number of individuals serving in specified capacities as a percentage of the total number of individuals serving as teachers in the county and school district.
- Expands the County Superintendents' misassignment reporting requirements to include specified information on certificated employee assignment practices in schools ranked in the Academic Performance Index (API) 1 through 3. Also requires the Superintendents to ensure that at a minimum, in any class in these schools in which 20 percent or more pupils are English learners the teacher assigned to these classes is authorized by statute to teach these classes. The County Superintendents are to report this data to the Commission and the Superintendent of Public Instruction (SPI). In addition to the Commission's existing reporting requirement (Teacher Assignment and Misassignment), the bill adds a requirement that the SPI submit a summary of this report (annually) to the Legislature.

- Makes several changes in law concerning the credentialing reciprocity for teachers credentialed out-of-state including:
  - Comparable and equivalent standards for teachers of English learners,
  - Comparable basic skills proficiency testing,
  - Deletion of the health education requirement,
  - Comparable and equivalent standards for the 5th year requirement.
- Requires that the Commission ensure that both district and university internships meet federal NCLB requirements.

SB 550 (Vasconcellos, Chapter 900 Statutes of 2004) adds several new areas to reporting requirements in the auditing and oversight of school districts conducted by County Offices of Education. There is additional emphasis on reporting requirements and funds to support the needs of schools in the lower three deciles of the Academic Performance Index (API).

SB 1208 (Vincent, Chapter 113, Statutes of 2004) exempts a retired, returning teacher from the CBEST requirement if that teacher:

- Has taught at least 15 years in a California public school;
- Has been employed as a full-time teacher at least five of those 15 years in the same school district desiring to reemploy that person or concurrently enrolls in a teacher refresher course, as specified; and
- Has been a classroom teacher or administrator within the past 10 years.

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 B 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 2003-2004 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 2003-2004 reporting period;
- Pass rate data for all assessments used by the state for initial credentialing; and
- Three year updated pass rate data for the 2000-2001 cohort.

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

Appendix A

Assessment Pass-rate Data for Teacher Preparation Programs

Appendix A-1: **Pass-Rate Data for Regular Teacher Preparation Programs Academic Year 2003-2004**

Appendix A-2: **Pass-Rate Data for Alternative Routes to Teacher Certification Academic Year 2003-2004**

Appendix A-3: **Pass-Rate Data for Regular Teacher Preparation Programs Year 2000-2001, Third Year Cohort Update**

Appendix A-1: Pass-Rate Data for Regular Teacher Preparation Programs

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2003-04

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exam; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas[2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Alliant International University	45	44	44	100	1	44	44	100	1	23	23	100	1	17	17	100	1	19	19	100	1
Antioch University	41	41	41	100	1	41	41	100	1	40	40	100	1					38	38	100	1
Argosy University	15	15	15	100	1	15	15	100	1	8				4				6			
Azusa Pacific University	477	477	458	96	3	477	476	100	1	235	230	98	2	82	78	95	3	173	164	95	4
Bethany College-Assemblies of God	26	26	26	100	1	26	26	100	1	19	19	100	1	6				17	17	100	1
Biola University	82	82	82	100	1	82	82	100	1	55	55	100	1	10	10	100	1	18	18	100	1
California Baptist University	147	146	128	88	4	146	146	100	1	114	108	95	4	15	13	87	4	61	48	79	4
California Lutheran University	104	104	102	98	2	104	104	100	1	68	67	99	2	15	14	93	4	41	41	100	1
Ca Polytechnic State Univ-SLO	206	206	206	100	1	206	206	100	1	122	122	100	1	18	18	100	1	22	22	100	1
Ca State Polytechnic Univ-Pomona	246	245	244	100	1	245	245	100	1	162	162	100	1	8				93	92	99	2
Chapman University	1404	1404	1377	98	2	1404	1404	100	1	816	807	99	2	351	336	96	3	737	734	100	1
Christian Heritage College	28	28	28	100	1	28	28	100	1	21	21	100	1	6				20	20	100	1
Concordia University	122	122	121	99	2	121	121	100	1	87	86	99	2	19	19	100	1	61	61	100	1
CSU Bakersfield	470	470	462	98	2	470	470	100	1	369	362	98	2	33	33	100	1	187	186	99	2
CSU Channel Island	78	78	78	100	1	78	78	100	1	77	77	100	1					64	64	100	1
CSU Chico	259	259	256	99	2	259	259	100	1	177	175	99	2	2				42	41	98	3
CSU Dominguez Hills	566	563	553	98	2	563	560	99	2	388	388	100	1	67	62	93	4	200	198	99	2
CSU East Bay	252	252	251	100	1	252	252	100	1	215	214	100	1	17	17	100	1	135	135	100	1
CSU Fresno	730	729	695	95	4	729	727	100	1	553	523	95	4	9				121	117	97	3
CSU Fullerton	748	748	731	98	2	748	748	100	1	551	538	98	2	21	20	95	3	301	298	99	2
CSU Long Beach	998	998	993	99	2	998	998	100	1	648	645	100	1	93	93	100	1	407	405	100	1
CSU Los Angeles	1075	1075	1038	97	3	1074	1074	100	1	692	656	95	4	106	106	100	1	321	320	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2003-04

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exam; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas[2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
CSU Monterey Bay	180	180	179	99	2	180	180	100	1	142	141	99	2	6				48	48	100	1
CSU Northridge	778	778	771	99	2	778	778	100	1	571	564	99	2	72	72	100	1	382	382	100	1
CSU Sacramento	605	604	601	100	1	604	604	100	1	404	402	100	1	45	44	98	2	254	254	100	1
CSU San Bernardino	569	569	561	99	2	569	569	100	1	414	406	98	2	34	34	100	1	208	208	100	1
CSU San Marcos	383	383	382	100	1	383	383	100	1	320	319	100	1	39	39	100	1	185	185	100	1
CSU Stanislaus	483	483	457	95	4	483	476	99	2	408	385	94	4	19	19	100	1	101	101	100	1
Dominican University of California	139	138	136	99	2	138	138	100	1	93	93	100	1	30	29	97	2	69	68	99	2
Fresno Pacific University	111	111	107	96	3	111	111	100	1	90	86	96	3	7				25	25	100	1
Holy Names University	26	26	26	100	1	26	26	100	1	21	21	100	1	2				15	15	100	1
Hope International University	21	21	21	100	1	21	21	100	1	21	21	100	1					20	20	100	1
Humboldt State University	158	158	155	98	2	157	157	100	1	92	89	97	3	24	24	100	1	70	70	100	1
InterAmerican College	10	10	10	100	1	10	10	100	1	5				3				2			
John F. Kennedy University	15	15	15	100	1	15	15	100	1	11	11	100	1	3				9			
La Sierra University	17	17	15	88	4	17	17	100	1	8				4				6			
Loyola Marymount University	145	144	141	98	2	144	144	100	1	90	90	100	1	32	31	97	2	64	62	97	3
Mills College	55	55	48	87	4	55	53	96	3	25	24	96	3	20	18	90	4	26	22	85	4
Mount Saint Mary's College	53	53	51	96	3	53	53	100	1	36	34	94	4	8				21	21	100	1
National Hispanic University	30	30	30	100	1	30	30	100	1	26	26	100	1	2				22	22	100	1
National University	3140	3140	3038	97	3	3140	3140	100	1	1856	1764	95	4	696	691	99	2	1815	1810	100	1
New College of California	24	24	24	100	1	24	24	100	1	24	24	100	1								
Notre Dame de Namur University	95	94	94	100	1	94	94	100	1	59	59	100	1	14	14	100	1	54	54	100	1
Nova Southeastern University	6	6				6				6								2			
Occidental College	22	22	22	100	1	22	22	100	1	12	12	100	1	10	10	100	1	11	11	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2003-04

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exam; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas[2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Pacific Oaks College	37	37	35	95	4	37	37	100	1	34	32	94	4					33	33	100	1
Pacific Union College	31	31	31	100	1	31	31	100	1	17	17	100	1	4				9			
Patten University	11	11	11	100	1	11	11	100	1	11	11	100	1					8			
Pepperdine University	310	310	307	99	2	310	310	100	1	235	232	99	2	52	52	100	1	182	182	100	1
Point Loma Nazarene University	174	174	168	97	3	172	172	100	1	106	101	95	4	33	32	97	2	92	92	100	1
Saint Mary's College of California	186	186	183	98	2	186	186	100	1	112	109	97	3	50	50	100	1	99	99	100	1
San Diego State University	617	616	611	99	2	616	616	100	1	409	408	100	1	84	83	99	2	178	175	98	3
San Francisco State University	836	835	803	96	3	835	834	100	1	478	466	97	3	159	147	92	4	416	409	98	3
San Jose State University	541	540	533	99	2	540	540	100	1	352	345	98	2	41	41	100	1	245	245	100	1
Santa Clara University	43	43	43	100	1	43	43	100	1	29	29	100	1	8				26	26	100	1
Simpson University	99	99	97	98	2	99	99	100	1	71	69	97	3	13	13	100	1	71	71	100	1
Sonoma State University	280	280	277	99	2	280	280	100	1	184	181	98	2	26	26	100	1	133	133	100	1
Stanford University	67	67	67	100	1	67	67	100	1					53	53	100	1				
The Master's College and Seminary	35	35	35	100	1	35	35	100	1	26	26	100	1	8				12	12	100	1
UC Berkeley	73	73	73	100	1	73	73	100	1	26	26	100	1	35	35	100	1	23	23	100	1
UC Davis	189	189	189	100	1	188	188	100	1	111	111	100	1	51	51	100	1	110	110	100	1
UC Irvine	205	205	201	98	2	205	205	100	1	122	121	99	2	59	56	95	3	114	114	100	1
UC Los Angeles	175	175	175	100	1	175	175	100	1	102	102	100	1	49	49	100	1	99	99	100	1
UC Riverside	141	141	139	99	2	141	141	100	1	98	96	98	2	24	24	100	1	71	71	100	1
UC San Diego	43	43	43	100	1	43	43	100	1	42	42	100	1					39	39	100	1
UC Santa Barbara	123	123	123	100	1	123	123	100	1	62	62	100	1	42	42	100	1	62	62	100	1
UC Santa Cruz	104	104	104	100	1	104	104	100	1	68	68	100	1	29	29	100	1	61	61	100	1
University of LaVerne	233	233	227	97	3	233	233	100	1	153	151	99	2	35	34	97	2	84	81	96	4

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2003-04

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exam; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas[2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
University of Phoenix	359	359	355	99	2	359	359	100	1	358	356	99	2					318	316	99	2
University of Redlands	176	176	169	96	3	176	175	99	2	125	120	96	3	17	17	100	1	51	50	98	3
University of San Diego	102	102	102	100	1	102	102	100	1	80	80	100	1	7				26	26	100	1
University of San Francisco	170	169	163	96	3	169	168	99	2	106	103	97	3	28	27	96	3	71	70	99	2
University of Southern California	50	50	48	96	3	50	50	100	1	34	33	97	3					6			
University of the Pacific	58	57	55	96	3	57	57	100	1	35	34	97	3					7			
Vanguard Univ of Southern Ca	54	54	54	100	1	54	54	100	1	35	35	100	1	10	10	100	1	18	18	100	1
Westmont College	17	17	17	100	1	17	17	100	1	14	14	100	1	1				9			
Whittier College	40	40	37	93	4	40	40	100	1	29	26	90	4	4				18	18	100	1
Statewide Total	20763	**20747**	**20294**	**98**		**20741**	**20723**	**100**		**13838**	**13522**	**98**		**2891**	**2833**	**98**		**9184**	**9112**	**99**	
Q1--Range, Mean		(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100				(100%-100%) 100			
Q2--Range, Mean		(98%-99%) 98.6				(99%-99%) 99.0				(98%-99%) 98.6				(97%-99%) 97.7				(99%-99%) 99.0			
Q3--Range, Mean		(96%-97%) 96.3				(96%-98%) 96.0				(96%-97%) 96.7				(95%-96%) 95.4				(97%-98%) 97.7			
Q4--Range, Mean		(87%-95%) 91.6				*				(90%-95%) 94.1				(87%-94%) 91.0				(79%-96%) 88.8			

[1] *Academic Content Areas: Art, English, Language Other Than English, Math, Music, Social Science, and Science*
[2] *Other Content Areas: Multiple Subjects, Agriculture, Business, Health Science, Home Economics, Industrial and Techical Education, and Physical Education*
[3] *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 A-2: Alternative Routes to Teacher Certification

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification, Program Year 2003-04

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

Program	Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas [2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	19	19	19	100	19	19	100	3			13	13	100	3		
Azusa Pacific University	359	358	341	95	358	358	100	315	305	97	7			187	180	96
California Lutheran University	8	8			8			5			1			3		
California State Polytechnic Univ-Pomona	174	174	172	99	174	174	100	106	106	100	19	19	100	55	53	96
CALState Teach	445	445	429	96	445	445	100	429	413	96				368	368	100
CCTC Alt Cert	147	147	146	99	147	147	100	65	65	100	55	55	100	48	47	98
Chapman University	249	249	244	98	249	249	100	126	123	98	79	77	97	102	102	100
Claremont Graduate University	113	113	109	96	113	113	100	54	51	94	47	47	100	46	45	98
Compton USD	21	21	21	100	21	21	100	21	21	100				19	19	100
CSU Bakersfield	94	94	88	94	94	94	100	62	56	90	16	16	100	40	40	100
CSU Channel Island	2	2			2			2								
CSU Chico	71	71	69	97	71	71	100	30	30	100	2			18	16	89
CSU Dominguez Hills	720	720	716	99	720	720	100	542	542	100	61	59	97	327	325	99
CSU East Bay	239	239	234	98	239	239	100	109	109	100	53	48	91	79	79	100
CSU Fresno	72	72	71	99	72	72	100	29	28	97	7			17	17	100
CSU Fullerton	151	151	148	98	151	151	100	85	82	96	13	13	100	20	20	100
CSU Long Beach	121	121	120	99	121	121	100	77	76	99	19	19	100	59	59	100
CSU Los Angeles	133	133	131	98	133	133	100	131	130	99	1			69	68	99
CSU Monterey Bay	46	46	46	100	46	46	100	40	40	100	3			14	14	100
CSU Northridge	283	283	280	99	283	283	100	140	137	98	69	69	100	103	103	100
CSU Sacramento	89	89	89	100	89	89	100	67	67	100	3			45	45	100

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification, Program Year 2003-04

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

Program	Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas [2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
CSU San Bernardino	393	393	393	100	393	393	100	210	210	100	70	70	100	91	91	100
CSU San Marcos	24	24	24	100	24	24	100	24	24	100				17	17	100
CSU Stanislaus	65	65	63	97	65	65	100	43	41	95	5			18	18	100
Dominican University of California	12	12	12	100	12	12	100	4			2			4		
Fresno Pacific University	16	16	16	100	16	16	100	9			2			4		
Holy Names University	14	14	14	100	14	14	100	9			2			8		
IMPACT	115	115	115	100	115	115	100	74	74	100	19	19	100	57	57	100
John F. Kennedy University	5	5			5			3						2		
La Sierra University	10	10	9	90	10	10	100	3			4			2		
Long Beach USD	26	26	25	96	26	26	100	26	26	100				9		
Los Angeles USD	464	464	464	100	464	464	100	369	369	100	87	87	100	353	353	100
Loyola Marymount University	74	74	74	100	74	74	100	52	52	100	18	18	100	43	43	100
Mount Saint Mary's College	7	7			7			3			3			3		
National Hispanic University	40	40	40	100	40	40	100	39	39	100				24	24	100
National University	31	31	31	100	31	31	100	17	17	100	8			14	14	100
Notre Dame de Namur University	23	23	23	100	23	23	100	11	11	100	6			6		
Nova Southeastern University	4	4			4			4						1		
Ontario/Montclair USD	27	27	26	96	27	27	100	27	27	100				16	15	94
Orange County District Intern Consortium	19	19	19	100	19	19	100	19	19	100				17	17	100
Pacific Oaks College	5	5			5			5						5		
Patten University	4	4			4			4						4		
Point Loma Nazarene University	79	79	78	99	79	79	100	33	32	97	19	19	100	36	36	100

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Routes to Teacher Certification, Program Year 2003-04

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

Program	Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas [2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Project Pipeline	56	56	56	100	56	56	100	22	22	100	18	18	100	14	14	100
San Diego City USD	18	18	18	100	18	18	100	18	18	100				14	14	100
San Diego State University	33	33	33	100	33	33	100	28	28	100				17	17	100
San Francisco State University	148	148	144	97	148	148	100	96	94	98	21	19	90	87	87	100
San Jose State University	85	85	84	99	85	85	100	58	57	98	7			44	44	100
Santa Clara University	27	27	27	100	27	27	100	21	21	100	6			20	20	100
Sonoma State University	28	28	28	100	28	28	100	23	23	100	1			21	21	100
UC Berkeley	27	27	27	100	27	27	100	26	26	100				25	25	100
UC Irvine	6	6			6			1			3					
UC Los Angeles	70	70	70	100	70	70	100	45	45	100	20	20	100	41	41	100
UC Riverside	36	36	35	97	36	36	100	16	15	94	9			11	11	100
UC San Diego	31	31	31	100	31	31	100	1			10	10	100	1		
University of LaVerne	150	150	145	97	150	150	100	80	78	98	32	30	94	47	46	98
University of Redlands	60	60	58	97	60	60	100	24	22	92	15	15	100	19	19	100
University of San Diego	9	9			9			4						4		
University of San Francisco	20	20	19	95	20	20	100	20	19	95						
University of the Pacific	9	9			9			5			2			1		
Whittier College	35	35	34	97	35	35	100	16	16	100	7			10	10	100
Statewide Total	5861	5860	5767	98	5860	5860	100	3930	3871	98	864	849	98	2732	2713	99

[1] *Academic Content Areas: Art, English, Language Other Than English, Math, Music, Social Science, and Science*
[2] *Other Content Areas: Multiple Subjects, Agriculture, Business, Health Science, Home Economics, Industrial and Technical Education, and Physical Education*

Appendix A-3: Pass Rate Data for Third Year Cohort Update

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2000-01 Third Year Cohort Update

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exams; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas [2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Alliant International University	75	75	74	99	2	75	75	100	1	38	38	100	1	20	19	95	3	32	32	100	1
Antioch University	29	29	29	100	1	29	29	100	1	29	29	100	1					27	27	100	1
Azusa Pacific University	283	283	283	100	1	283	283	100	1	225	225	100	1	17	17	100	1	138	138	100	1
Bethany College-Assemblies of God	16	16	16	100	1	16	16	100	1	14	14	100	1					12	12	100	1
Biola University	60	60	60	100	1	60	60	100	1	60	60	100	1					23	23	100	1
California Baptist University	141	141	141	100	1	141	141	100	1	109	109	100	1	11	11	100	1	58	58	100	1
California Lutheran University	109	109	109	100	1	109	109	100	1	78	78	100	1	18	18	100	1	43	43	100	1
Ca Polytechnic State Univ-SLO	172	172	172	100	1	172	172	100	1	106	106	100	1	6				34	34	100	1
Ca State Polytechnic Univ-Pomona	323	323	322	100	1	323	323	100	1	258	257	100	1	6				163	163	100	1
CALState Teach	199	199	199	100	1	199	199	100	1	199	199	100	1					158	158	100	1
Chapman University	1321	1321	1310	99	2	1320	1320	100	1	844	841	100	1	240	233	97	2	693	692	100	1
Christian Heritage College	25	25	25	100	1	25	25	100	1	20	20	100	1	2				18	18	100	1
Claremont Graduate University	99	99	96	97	3	99	99	100	1	75	75	100	1	19	16	84	4	54	54	100	1
Compton USD	11	11	11	100	1	11	11	100	1	11	11	100	1					8			
Concordia University	118	118	117	99	2	118	118	100	1	93	92	99	2	13	13	100	1	73	73	100	1
CSU Bakersfield	450	450	442	98	3	450	449	100	1	360	354	98	3	14	14	100	1	113	112	99	2
CSU Chico	369	369	365	99	2	369	368	100	1	247	245	99	2	4				75	74	99	2
CSU Dominiguez Hills	870	870	865	99	2	870	870	100	1	591	588	99	2	39	38	97	2	177	176	99	2
CSU East Bay	351	351	351	100	1	351	351	100	1	255	255	100	1	35	35	100	1	147	147	100	1
CSU Fresno	625	625	612	98	3	625	622	100	1	493	482	98	3	8				79	78	99	2
CSU Fullerton	656	656	655	100	1	656	656	100	1	488	487	100	1					338	338	100	1
CSU Long Beach	677	677	676	100	1	677	677	100	1	481	481	100	1	14	14	100	1	286	285	100	1
CSU Los Angeles	779	779	771	99	2	779	779	100	1	610	602	99	2	30	30	100	1	273	273	100	1
CSU Monterey Bay	100	100	100	100	1	100	100	100	1	100	100	100	1					41	41	100	1
CSU Northridge	793	793	791	100	1	793	793	100	1	586	584	100	1	13	13	100	1	378	378	100	1
CSU Sacramento	576	576	563	98	3	576	571	99	2	443	433	98	3	14	14	100	1	261	258	99	2
CSU San Bernardino	593	593	590	99	2	593	593	100	1	485	482	99	2	24	24	100	1	173	173	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2000-01 Third Year Cohort Update

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exams; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas [2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
CSU San Marcos	362	362	361	100	1	362	362	100	1	315	314	100	1	23	23	100	1	123	123	100	1
CSU Stanislaus	397	397	382	96	4	397	393	99	2	340	329	97	4	8				73	73	100	1
Dominican University of San Rafael	161	161	157	98	3	161	159	99	2	111	108	97	4	18	18	100	1	62	62	100	1
Fresno Pacific University	97	97	97	100	1	97	97	100	1	74	74	100	1	7				20	20	100	1
Holy Names College	50	50	50	100	1	50	50	100	1	35	35	100	1	8				28	28	100	1
Hope International University	15	15	15	100	1	15	15	100	1	10	10	100	1	5				5			
Humboldt State University	185	185	184	99	2	185	185	100	1	121	120	99	2					50	50	100	1
John F. Kennedy University	19	19	19	100	1	19	19	100	1	11	11	100	1	5				10	10	100	1
La Sierra University	20	20	20	100	1	20	20	100	1	15	15	100	1	5				6			
Long Beach USD	16	16	16	100	1	16	16	100	1	16	16	100	1					9			
Los Angeles USD	387	387	387	100	1	387	387	100	1	387	387	100	1					384	384	100	1
Loyola Marymount University	92	92	92	100	1	92	92	100	1	77	77	100	1	5				22	22	100	1
Mills College	44	44	44	100	1	44	44	100	1	25	25	100	1	16	16	100	1	21	21	100	1
Mount Saint Mary's College	38	38	38	100	1	38	38	100	1	29	29	100	1	5				12	12	100	1
National Hispanic University	42	42	42	100	1	42	42	100	1	40	40	100	1	1				24	24	100	1
National University	2441	2441	2405	99	2	2441	2439	100	1	1729	1701	98	3	279	276	99	2	1420	1415	100	1
New College of California	24	24	24	100	1	24	24	100	1	24	24	100	1								
Notre Dame de Namur Univ	100	100	99	99	2	100	100	100	1	64	63	98	3	7				48	48	100	1
Occidental College	31	31	30	97	3	31	31	100	1	14	14	100	1	17	16	94	3	11	11	100	1
Ontario/Montclair USD	20	20	20	100	1	20	20	100	1	20	20	100	1					13	13	100	1
Orange County District Intern Con	16	16	16	100	1	16	16	100	1	16	16	100	1					15	15	100	1
Pacific Oaks College	36	36	35	97	3	36	36	100	1	35	35	100	1					25	24	96	3
Pacific Union College	29	29	28	97	3	29	29	100	1	16	15	94	4					7			
Patten College	5	5				5				5								4			
Pepperdine University	258	258	258	100	1	258	258	100	1	211	211	100	1	22	22	100	1	129	129	100	1
Point Loma Nazarene University	107	107	106	99	2	107	107	100	1	69	68	99	2	15	15	100	1	35	35	100	1
Project Pipeline	52	52	52	100	1	52	52	100	1	33	33	100	1	9				23	23	100	1
Saint Mary's College of Ca	117	117	117	100	1	117	117	100	1	87	87	100	1	20	20	100	1	54	54	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2000-01 Third Year Cohort Update

Legend: T = Program completers who took any required exam; P = Program completers who passed all required exams; % = Percent passed; Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas [2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
San Diego City USD	36	36	36	100	1	36	36	100	1	36	36	100	1					24	24	100	1
San Diego State University	707	707	705	100	1	707	707	100	1	513	511	100	1	44	44	100	1	208	208	100	1
San Francisco State University	579	579	559	97	3	579	577	100	1	401	394	98	3	70	62	89	4	291	286	98	3
San Joaquin County Office of Education	59	59	59	100	1	59	59	100	1	59	59	100	1					47	47	100	1
San Jose State University	395	395	393	99	2	395	395	100	1	286	284	99	2	30	30	100	1	156	156	100	1
Santa Clara University	41	41	41	100	1	41	41	100	1	29	29	100	1	7				13	13	100	1
Simpson College	53	53	52	98	3	53	53	100	1	41	41	100	1	4				32	32	100	1
Sonoma State University	240	240	235	98	3	240	240	100	1	156	153	98	3	26	24	92	3	85	85	100	1
Stanford University	57	57	55	96	4	57	57	100	1					53	51	96	2				
The Master's College and Seminary	17	17	17	100	1	17	17	100	1	12	12	100	1	5				2			
UC Berkeley	64	64	64	100	1	64	64	100	1	41	41	100	1	21	21	100	1	37	37	100	1
UC Davis	108	108	107	99	2	108	107	99	2	85	85	100	1	8				65	65	100	1
UC Irvine	116	116	116	100	1	116	116	100	1	68	68	100	1	39	39	100	1	63	63	100	1
UC Los Angeles	144	144	144	100	1	144	144	100	1	106	106	100	1	27	27	100	1	82	82	100	1
UC Riverside	134	134	134	100	1	134	134	100	1	87	87	100	1	25	25	100	1	29	29	100	1
UC San Diego	50	50	50	100	1	50	50	100	1	37	37	100	1	4				23	23	100	1
UC Santa Barbara	100	100	100	100	1	100	100	100	1	57	57	100	1	38	38	100	1	42	42	100	1
UC Santa Cruz	108	108	107	99	2	108	108	100	1	76	76	100	1	23	23	100	1	68	67	99	2
University of La Verne	183	183	182	99	2	183	183	100	1	125	125	100	1	17	17	100	1	79	78	99	2
University of Phoenix-LA	5	5				5				5								2			
University of Redlands	103	103	103	100	1	103	103	100	1	73	73	100	1	13	13	100	1	32	32	100	1
University of San Diego	98	98	96	98	3	98	98	100	1	69	67	97	4	14	14	100	1	7			
University of San Francisco	107	107	107	100	1	107	107	100	1	107	107	100	1					65	65	100	1
University of Southern California	82	82	79	96	4	82	82	100	1	62	62	100	1	10	8	80	4	12	11	92	4
University of the Pacific	46	46	46	100	1	46	46	100	1	28	28	100	1					5			
Vanguard Univ of Southern Ca	34	34	33	97	3	34	34	100	1	26	25	96	4								
Westmont College	15	15	15	100	1	15	15	100	1	13	13	100	1	1							
Whittier College	70	70	70	100	1	70	70	100	1	57	57	100	1	1				24	24	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, Program Year 2000-01 Third Year Cohort Update

Legend: T = Program completers who took any required exam
P = Program completers who passed all required exams
% = Percent passed
Q = Quartile[3]

Institution	Program Completers	Overall Summary				CBEST				RICA				Academic Content Areas [1]				Other Content Areas [2]			
		T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q	T	P	%	Q
Statewide Total	18732	18732	18554	99		18731	18710	100		13882	13767	99		1502	1468	98		8001	7978	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				(99%-99%) 99.0				(96%-99%) 97.2				(99%-99%) 99.0			
Q3--Range, Mean		(97%-98%) 97.5				*				(98%-98%) 98.0				(92%-95%) 93.7				(96%-98%) 97.0			
Q4--Range, Mean		(96%-96%) 96.0				*				(94%-97%) 96.2				(80%-91%) 84.3				(92%-95%) 92.0			

[1] *Academic Content Areas: Art, English, Language Other Than English, Math, Music, Social Science, and Science*
[2] *Other Content Areas: Multiple Subjects, Agriculture, Business, Health Science, Home Economics, Industrial and Technical Education, and Physical Education*
[3] *Caution should be exercised when interpreting pass rates and quartile data. Small differences in pass rates could result in higher or lower quartile ranking, and individual candidate performance has a large impact on smaller programs*

Appendix B

Institutional Reports
for the
Academic Year 2003-2004
and
Third Year Cohort Update for 2000-2001

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Alliant International University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 between the practicing teacher and Alliant in order to continually achieve these goals.

Institution/Program: **Alliant International University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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 Internship program has expanded at it's three Teacher Preparation locations (Irvine, San Diego, and San Francisco)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**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 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	24	2
Single Subject Candidates	37	20	17
Education Specialist Candidates	0	0	0
Totals	63	44	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	24	2
Single Subject Candidates	37	20	17
Education Specialist Candidates	0	0	0
Totals	63	44	19

Institution/Program: **Alliant International University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**	**5**	**0**
In Academic Positions with Rights and Responsibilities	16	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**16**	**5**	**0**
In Academic Positions with Rights and Responsibilities	16	5	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 2003-2004*

	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**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:22**
Institution: **584 - Alliant International University**
Number of Program Completers: **64**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	44	44	100%	100%	19	19	100%
Aggregate	**44**	**44**	**100%**	**100%**	**19**	**19**	**100%**
Professional Knowledge/Pedagogy							
RICA	23	23	100%	98%	3	--	--
Aggregate	**23**	**23**	**100%**	**98%**	**3**	**--**	**--**
Academic Content Areas							
English S* (01)	0	--	--	94%	2	--	--
Praxis II English	0	--	--	100%	2	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	93%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Music S* (13)	2	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	94%	0	--	--
Science Praxis Test II	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	88%	1	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	0	--	--	98%	3	--	--
CSET Math II	0	--	--	98%	3	--	--
CSET Math III	0	--	--	90%	1	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Sci III Bio/Life	1	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**17**	**17**	**100%**	**97%**	**13**	**13**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	1	--	--
Business S* (15)	1	--	--	96%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
CSET MSE I	7	--	--	100%	2	--	--
CSET MSE II	7	--	--	99%	2	--	--
CSET MSE III	7	--	--	100%	2	--	--
Aggregate	**19**	**19**	**100%**	**99%**	**3**	**--**	**--**
Summary Totals and Pass Rate	**44**	**44**	**100%**	**98%**	**19**	**19**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:07**
Institution: **584 - Alliant International University**
Number of Program Completers: **75**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	75	75	100%	100%	n/a	--	--
Aggregate	**75**	**75**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	38	38	100%	99%	n/a	--	--
Aggregate	**38**	**38**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	98%	n/a	--	--
Praxis II English	4	--	--	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	2	--	--	97%	n/a	--	--
Social Science S* (03)	8	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
CSET Science I	1	--	--	80%	n/a	--	--
CSET Science II	1	--	--	80%	n/a	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	n/a	--	--
Aggregate	**20**	**19**	**95%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	30	30	100%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**32**	**32**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**75**	**74**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program:	**Alliant International University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 Commission 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	41	41	
Single Subject Candidates			
Education Specialist Candidates			
Totals	41	41	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41	41	
Single Subject Candidates			
Education Specialist Candidates			
Totals	41	41	

Institution/Program: **Antioch University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	9		
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 2003-2004*

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

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

Institution/Program: **Antioch University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28	20	560
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:12**
Institution: **496 - Antioch University**
Number of Program Completers: **41**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	41	41	100%	100%	0	--	--
Aggregate	**41**	**41**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	40	40	100%	98%	0	--	--
Aggregate	**40**	**40**	**100%**	**98%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
CSET MSE I	29	29	100%	100%	0	--	--
CSET MSE II	29	29	100%	99%	0	--	--
CSET MSE III	29	29	100%	100%	0	--	--
Aggregate	**38**	**38**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**41**	**41**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:00**
Institution: **496 - Antioch University**
Number of Program Completers: **29**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	29	29	100%	100%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	27	27	100%	100%	n/a	--	--
Aggregate	**27**	**27**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**29**	**29**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Antioch University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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

In addition to course work requirements, students participate in a two hour orientation on student teaching, twice during field experience. The orientation is designed to educate the students on the professional conduct expectations and CCTC requirements in order to teach in a diverse elementary, middle and secondary schools in California.

Program excellence has also been demonstrated as Argosy University/Orange County has developed meaningful working relationships with surrounding school districts. In the reporting year of 2003-2004, new school districts utilized our students for student teaching as a result of these solidified relationships. In effort to ensure quality in student teaching placement and supervision, several new highly qualified candidates were added to our pool of student teacher supervisors. In addition, Single Subject Math Workshops were introduced and implemented and a broader base of adjunct professors with emphases on both single and multiple subjects joined our faculty.

The Argosy University/Orange County Teacher Credential Preparation program is very proud of the contributions that it has made to the field of education. We will continue to strive to provide our students with the cutting-edge approaches to dynamic teaching and learning.

Institution/Program: **Argosy University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

1. The use of Electronic portfolio has been introduced and pilot tested. Full execution was implemented in Fall 2004.

2. An approved Argosy University/Orange County Student Teaching Handbook has been developed and is currently being distributed to all student teachers, student teachers supervisors and student's mentor teachers.

3. Increasing subject matter support by offering varied workshops and guest lecturers.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	58	58	
Single Subject Candidates	38	38	
Education Specialist Candidates	0		
Totals	96	96	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	53	53	
Single Subject Candidates	36	36	
Education Specialist Candidates	0		
Totals	89	89	0

Institution/Program: **Argosy University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	**4**	**0**	**0**
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4:1	n/a:1	n/a:1
Single Subject Programs	3:1	n/a:1	n/a:1
Education Specialist Programs	n/a:1	n/a:1	n/a:1

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

Institution/Program: **Argosy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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	

Duration of Required Candidate Participation in Intern Programs in 2003-2004

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	n/a

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:12**
Institution: **497 - Argosy University**
Number of Program Completers: **15**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	15	15	100%	100%	0	--	--
Aggregate	**15**	**15**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	0	--	--
Aggregate	**8**	**--**	**--**	**98%**	**0**	**--**	**--**
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	**4**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	99%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
Aggregate	**6**	**--**	**--**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**15**	**15**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

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 2000-2001 Cohort Update

Institution/Program: **Argosy University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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, which prepare future elementary and special education teachers preparation for CSET passage 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 2003-2004

As a CCTC and NCATE accredited institution, Azusa Pacific University continues to 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 credential programs including intern tracks for multiple subject, single subject, and special education mild/moderate credentials. 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 2003-2004

Azusa Pacific University had its 2042 Advanced Coursework for the Professional Clear Credential approved by the CCTC. In addition, it established its first Professional Development School at Hodge Elementary School in the Azusa Unified School District.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	424	307	117
Single Subject Candidates	360	244	116
Education Specialist Candidates	198	136	62
Totals	982	687	295

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	358	277	81
Single Subject Candidates	124	79	45
Education Specialist Candidates	76	26	50
Totals	558	382	176

Institution/Program: **Azusa Pacific University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**46**	**46**	**0**
In Academic Positions with Rights and Responsibilities	8	5	0
In Non-Academic Positions without Rights and Responsibilities	38	41	0
Single Subject Programs	**20**	**25**	**0**
In Academic Positions with Rights and Responsibilities	5	4	0
In Non-Academic Positions without Rights and Responsibilities	15	21	0
Education Specialist Programs	**21**	**21**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	17	17	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	1:1	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:12**
Institution: **500 - Azusa Pacific University**
Number of Program Completers: **836**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	477	476	100%	100%	358	358	100%
Aggregate	**477**	**476**	**100%**	**100%**	**358**	**358**	**100%**
Professional Knowledge/Pedagogy							
RICA	235	230	98%	98%	315	305	97%
Aggregate	**235**	**230**	**98%**	**98%**	**315**	**305**	**97%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	9	--	--	94%	1	--	--
Praxis II English	10	10	100%	100%	1	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	91%	0	--	--
Math S* (02)	6	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Music S* (13)	1	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	1	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	5	--	--	100%	0	--	--
Science Praxis Test I	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	7	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	99%	0	--	--
CSET English I	13	13	100%	100%	2	--	--
CSET English II	13	12	92%	100%	2	--	--
CSET English III	13	12	92%	99%	2	--	--
CSET English IV	13	13	100%	99%	2	--	--
CSET Math I	7	--	--	98%	2	--	--
CSET Math II	7	--	--	98%	2	--	--
CSET Math III	2	--	--	90%	1	--	--
CSET Social Sci I	14	13	93%	100%	0	--	--
CSET Social Sci II	14	13	93%	100%	0	--	--
CSET Social Sci III	14	13	93%	100%	0	--	--
CSET Science I	12	12	100%	100%	1	--	--
CSET Science II	12	12	100%	100%	1	--	--
CSET Sci III Bio/Life	8	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**82**	**78**	**95%**	**97%**	**7**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	27	27	100%	100%	45	44	98%
Business S* (15)	5	--	--	96%	1	--	--
Health Science S* (16)	26	25	96%	100%	18	18	100%
Industrial + Tech Ed. S* (18)	1	--	--	100%	0	--	--
Physical Education S* (09)	6	--	--	97%	3	--	--
Phys. Educ. Praxis Test I	7	--	--	98%	3	--	--
CSET MSE I	104	100	96%	100%	116	115	99%
CSET MSE II	106	99	93%	99%	118	114	97%
CSET MSE III	104	102	98%	100%	120	119	99%
Aggregate	**173**	**164**	**95%**	**99%**	**187**	**180**	**96%**
Summary Totals and Pass Rate	**477**	**458**	**96%**	**98%**	**358**	**341**	**95%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:19**
Institution: **500 - Azusa Pacific University**
Number of Program Completers: **283**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	283	283	100%	100%	n/a	--	--
Aggregate	**283**	**283**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	225	225	100%	99%	n/a	--	--
Aggregate	**225**	**225**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	7	--	--	98%	n/a	--	--
Praxis II English	7	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	4	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	4	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**17**	**17**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	129	129	100%	100%	n/a	--	--
Health Science S* (16)	5	--	--	100%	n/a	--	--
Home Economics S* (17)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	3	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	n/a	--	--
Aggregate	**138**	**138**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**283**	**283**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Azusa Pacific University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

During the 2003-2004 academic 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 2003-2004

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 2003-2004 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	
Single Subject Candidates	17	17	
Education Specialist Candidates			
Totals	68	68	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	18	
Single Subject Candidates	4	4	
Education Specialist Candidates			
Totals	22	22	

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

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

Number of Supervising Teachers During 2003-2004
(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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	:1	:1
Single Subject Programs	12:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:13**
Institution: **502 - Bethany College - Assemblies of God**
Number of Program Completers: **26**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	26	26	100%	100%	0	--	--
Aggregate	**26**	**26**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	0	--	--
Aggregate	**19**	**19**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**6**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	0	--	--
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	99%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Aggregate	**17**	**17**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**26**	**26**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:20**
Institution: **502 - Bethany College - Assemblies of God**
Number of Program Completers: **16**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	16	16	100%	100%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**12**	**12**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**16**	**16**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	300	300	0
Single Subject Candidates	154	154	0
Education Specialist Candidates	0	0	0
Totals	454	454	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	56	56	0
Single Subject Candidates	26	26	0
Education Specialist Candidates	0	0	0
Totals	82	82	0

Institution/Program: **Biola University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**0**	**0**
In Academic Positions with Rights and Responsibilities	12	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**13**	**0**	**0**
In Academic Positions with Rights and Responsibilities	13	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 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:13**
Institution: **504 - Biola University**
Number of Program Completers: **82**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	82	82	100%	100%	0	--	--
Aggregate	**82**	**82**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	55	55	100%	98%	0	--	--
Aggregate	**55**	**55**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	99%	0	--	--
CSET English IV	4	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**10**	**10**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	12	12	100%	100%	0	--	--
CSET MSE I	6	--	--	100%	0	--	--
CSET MSE II	6	--	--	99%	0	--	--
CSET MSE III	6	--	--	100%	0	--	--
Aggregate	**18**	**18**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**82**	**82**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:24**
Institution: **504 - Biola University**
Number of Program Completers: **60**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	60	60	100%	100%	n/a	--	--
Aggregate	**60**	**60**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	60	60	100%	99%	n/a	--	--
Aggregate	**60**	**60**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	23	23	100%	100%	n/a	--	--
Aggregate	**23**	**23**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**60**	**60**	**100%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Biola University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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,Education Specialist: Mild/Moderate Level I with a dual credential option, Mild/Moderate Level II, and Moderate/ Severe Level I. Credential candidates may choose an Internship route to a credential. Also offered: Preliminary Administrative Services, an Individualized Intern Certificate, and a Reading Certificate.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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. Multiple Subject and Education Specialist: Mild/Moderate (Level I & II)and Moderate/Severe (Level I)Credential candidates have the opportunity to attend free RICA reviews. A dual credential option combines elementary and special education preparations.

Admission into the Credential Program at CBU requires completion of pre-requisite courses which present an overview of American public schools, teaching exceptional pupils, human development, cultural and linguistic diversity, and educational computing. These prerequisite courses allow candidates to decide whether teaching is the right career choice.

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 2003-2004

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 established to receive feedback from local school district personnel during implementation. Other additions to the overall offerings include an Education Specialist: Mild/Moderate Disabilities Level II, designed in collaboration with district support providers, an approved Moderate/Severe Level I program, an approved Fifth Year Induction program, and an approved Elementary Subject Matter program.

Program documents for the PPS School Counseling and PPS School Psychology have been submitted for Commission approval.

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 2003-2004 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	109	0
Single Subject Candidates	50	50	0
Education Specialist Candidates	34	34	0
Totals	193	193	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	3	3	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	9	9	0
Totals	14	14	0

Institution/Program: **California Baptist University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**31**	**0**	**0**
In Academic Positions with Rights and Responsibilities	31	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**15**	**0**	**0**
In Academic Positions with Rights and Responsibilities	15	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist 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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **California Baptist University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:13**
Institution: **506 - California Baptist University**
Number of Program Completers: **147**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	146	146	100%	100%	0	--	--
Aggregate	**146**	**146**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	114	108	95%	98%	0	--	--
Aggregate	**114**	**108**	**95%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	4	--	--	98%	0	--	--
CSET Math II	4	--	--	98%	0	--	--
CSET Math III	3	--	--	90%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	0	--	--
CSET Science II	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
Aggregate	**15**	**13**	**87%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
CSET MSE I	48	44	92%	100%	0	--	--
CSET MSE II	48	38	79%	99%	0	--	--
CSET MSE III	46	42	91%	100%	0	--	--
Aggregate	**61**	**48**	**79%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**146**	**128**	**88%**	**98%**	**0**	**--**	**--**

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:34**
Institution: **506 - California Baptist University**
Number of Program Completers: **141**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	141	141	100%	100%	n/a	--	--
Aggregate	**141**	**141**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	109	109	100%	99%	n/a	--	--
Aggregate	**109**	**109**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	98%	n/a	--	--
Praxis II English	4	--	--	99%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**11**	**11**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	56	56	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Aggregate	**58**	**58**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**141**	**141**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **California Baptist University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **California Lutheran University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The School of Education at California Lutheran University offers programs to prepare 'Reflective Principled Educators' in the context of the University's mission to educate 'leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.'

Future teachers are prepared in the public schools of Ventura and Los Angeles Counties. Highly qualified (NCLB-compliant) teachers employed without full credentials in area private schools and the San Fernando Valley portion of the Los Angeles Unified School District are served through evening and summer classes. CLU has several partnership agreements with the Ventura County Superintendent of Schools Office and the Los Angeles Unified School District.

Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials are recommended through the SB2042 teacher preparation program. The University is committed to and continues to offer the Bilingual Cross-cultural Language and Academic Development (BCLAD) Emphasis (Spanish) option for teaching credentials. The Special Education program provides qualification for the Education Specialist Teaching Credential, with categories of Mild to Moderate and Moderate to Severe Disabilities. The majority of Education Specialist candidates qualify for internship credentials, teaching full-time while working toward their Preliminary Level I Education Specialist Teaching Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

CLU's professional teacher preparation program continues to strengthen its Professional Development School (PDS) located in Simi Valley, California. This PDS format provides significant support to teacher candidates, where the faculty and administration of the school are committed to providing strong preparation as they act in partnership with the university faculty. This program greatly enhances the preparation experience. In addition, there are numerous opportunities for research and professional development for both faculties.

California Lutheran University's professional teacher preparation program continues its development of the use of technology as tools for the students and teachers and as the basis for pedagogy in the new millennium. Advances in e-learning, e-portfolio, and technology literacy provide a strong focus for the CLU

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 2003-2004

California Lutheran University's professional teacher preparation program continues to strengthen its Professional Development School (PDS) in Simi Valley, California. In addition, CLU is seeking to create a new PDS in Oxnard, California and is in the process of identifying a middle school (6-8) and high school (9 -12) in Ventura County, California as PDS sites. CLU is also pursuing partnerships with a public elementary school (4-5) in Ventura County, a private K-12 school in Los Angeles County, Lutheran Schools throughout Southern California, and selected schools in the Los Angeles Unified School District. These partnerships provide an excellent training ground for teacher candidates and a living laboratory for faculty to conduct research. They also provide professional development support for new and master teachers in the ongoing pursuit of success for all students.

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

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	242	188	54
Single Subject Candidates	154	99	55
Education Specialist Candidates	17	11	6
Totals	413	298	115

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	108	54	54
Single Subject Candidates	87	32	55
Education Specialist Candidates	12	6	6
Totals	207	92	115

Institution/Program: **California Lutheran University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**15**	**3**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	10	3	0
Single Subject Programs	**13**	**5**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	8	5	0
Education Specialist Programs	**3**	**5**	**0**
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	2	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	18:1	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:13**
Institution: **508 - California Lutheran University**
Number of Program Completers: **112**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	104	104	100%	100%	8	--	--
Aggregate	**104**	**104**	**100%**	**100%**	**8**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	68	67	99%	98%	5	--	--
Aggregate	**68**	**67**	**99%**	**98%**	**5**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	94%	0	--	--
Praxis II English	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Social Science S* (03)	3	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	99%	0	--	--
CSET English IV	5	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	**15**	**14**	**93%**	**97%**	**1**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	23	23	100%	100%	2	--	--
Business S* (15)	1	--	--	96%	0	--	--
Health Science S* (16)	6	--	--	100%	1	--	--
CSET MSE I	11	11	100%	100%	0	--	--
CSET MSE II	11	11	100%	99%	0	--	--
CSET MSE III	11	11	100%	100%	0	--	--
Aggregate	**41**	**41**	**100%**	**99%**	**3**	**--**	**--**
Summary Totals and Pass Rate	**104**	**102**	**98%**	**98%**	**8**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:36:42**
Institution: **508 - California Lutheran University**
Number of Program Completers: **109**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	109	109	100%	100%	n/a	--	--
Aggregate	**109**	**109**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	78	78	100%	99%	n/a	--	--
Aggregate	**78**	**78**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	8	--	--	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Biology S* (04 + 05)	3	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	3	--	--	99%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**18**	**18**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**43**	**43**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**109**	**109**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program:	**California Lutheran University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

California Polytechnic State University, San Luis Obispo, part of the California State University System, is a comprehensive public institution located on the central coast of California. Nationally recognized for its polytechnic emphasis, it enrolls over 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. In addition, the College of Education offers post-baccalaureate credentials and master's degrees, as well as a new joint education doctoral program with the University of California, Santa Barbara. The College of Education's mission is to prepare teachers and educational professionals for California's diverse public school population through an all university approach. Cal Poly's "learn by doing" philosophy is translated by 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 2003-2004

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

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

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

A number of innovative initiatives are moving forward in Cal Poly's College of Education. The College is co-chairing the newly approved presidential initiative, the University Center for Excellence in Science and Mathematics Education, which focuses on recruiting and preparing more math and science teachers, offering up-to-date professional development for experienced teachers, studying best practices in content pedagogical knowledge, and motivating K-12 students for STEM (science, technology, engineering, and mathematics) careers. A multiple subjects professor, in a newly endowed professorship in elementary science education, is providing leadership in the Center linking partners across K-20. In the single subject program, teacher educators and content educators are working together to develop integrated programs that more closely align subject matter knowledge and pedagogical content knowledge. In Special Education, faculty are engaged in a national project with general education colleagues that streams information on learners with special needs through all curricula. Across programs, the College has developed a web-based student advising system that will help faculty and students monitor progress toward credential completion. Finally, all of Cal Poly's teaching credential curricula have met rigorous new California Commission on Teacher Credentialing standards and are now fully implemented. 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.coe.calpoly.edu

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004
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	219	0
Single Subject Candidates	153	153	0
Education Specialist Candidates	89	89	0
Totals	461	461	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	135	135	0
Single Subject Candidates	101	101	0
Education Specialist Candidates	29	29	0
Totals	265	265	0

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

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

Number of Supervising Teachers During 2003-2004
(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	26	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**22**	**0**	**0**
In Academic Positions with Rights and Responsibilities	22	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 2003-2004*

	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: **California Polytechnic State University - San Luis Obispo**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:01**
Institution: **300 - California Polytechnic State Univ.-SLO**
Number of Program Completers: **206**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	206	206	100%	100%	0	--	--
Aggregate	**206**	**206**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	122	122	100%	98%	0	--	--
Aggregate	**122**	**122**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Social Science S* (03)	3	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**18**	**18**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	16	16	100%	100%	0	--	--
Agriculture S* (14)	1	--	--	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	99%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Aggregate	**22**	**22**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**206**	**206**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:24:55**
Institution: **300 - California Polytechnic State Univ.-SLO**
Number of Program Completers: **172**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	172	172	100%	100%	n/a	--	--
Aggregate	**172**	**172**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	106	106	100%	99%	n/a	--	--
Aggregate	**106**	**106**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**6**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	32	32	100%	100%	n/a	--	--
Home Economics S* (17)	2	--	--	100%	n/a	--	--
Aggregate	**34**	**34**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**172**	**172**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

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

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for 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 2003-2004

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: **California State Polytechnic University - Pomona**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

California State Polytechnic University, Pomona undertook new initiatives that further institutionalized its distinctive approach to teacher education as a university-wide commitment. This entity, established by the Provost, routinely brings together faculty from several academic disciplines to ensure a campus-wide approach to teacher preparation and professional development.

The campus began several new initiatives, including:

• Implementation of a comprehensive Teacher Quality Enhancement grant of $6.26 million with school districts, Southern California Edison, and the Boeing Company

• Establishment of a multi-district pipeline recruiting and preparing mathematics and science teachers and strengthening teachers' content expertise in these fields

• Initiation of a collaborative Teaching American History professional development project fostering teachers' discipline-based knowledge, through a $995,442 federal grant

• Coordination of teacher education and professional development reforms with a Superintendents' Roundtable for Educational Excellence involving forty local districts.

• Initiated new Professional Development Schools design. It features innovative partnerships with K-12

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

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

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	331	288	43
Single Subject Candidates	283	211	72
Education Specialist Candidates	143	88	55
Totals	757	587	170

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	233	190	43
Single Subject Candidates	166	94	72
Education Specialist Candidates	77	22	55
Totals	476	306	170

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

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**59**	**41**	**0**
In Academic Positions with Rights and Responsibilities	6	6	0
In Non-Academic Positions without Rights and Responsibilities	53	35	0
Single Subject Programs	**41**	**44**	**0**
In Academic Positions with Rights and Responsibilities	16	13	0
In Non-Academic Positions without Rights and Responsibilities	25	31	0
Education Specialist Programs	**11**	**27**	**0**
In Academic Positions with Rights and Responsibilities	2	4	0
In Non-Academic Positions without Rights and Responsibilities	9	23	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16:1	11:1	0:1
Single Subject Programs	13:1	11:1	0:1
Education Specialist Programs	15:1	12:1	0:1

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:02**
Institution: **302 - CA State Polytechnic Univ.-Pomona**
Number of Program Completers: **420**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	245	245	100%	100%	174	174	100%
Aggregate	**245**	**245**	**100%**	**100%**	**174**	**174**	**100%**
Professional Knowledge/Pedagogy							
RICA	162	162	100%	98%	106	106	100%
Aggregate	**162**	**162**	**100%**	**98%**	**106**	**106**	**100%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	0	--	--	94%	4	--	--
Praxis II English	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	93%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Music S* (13)	0	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Science Praxis Test II	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	88%	1	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	99%	1	--	--
CSET English IV	0	--	--	99%	1	--	--
CSET Math I	0	--	--	98%	4	--	--
CSET Math II	0	--	--	98%	4	--	--
CSET Math III	0	--	--	90%	4	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**8**	**--**	**--**	**97%**	**19**	**19**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	54	53	98%	100%	42	41	98%
Business S* (15)	2	--	--	96%	0	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
CSET MSE I	37	37	100%	100%	11	10	91%
CSET MSE II	37	37	100%	99%	11	10	91%
CSET MSE III	37	37	100%	100%	11	11	100%
Aggregate	**93**	**92**	**99%**	**99%**	**55**	**53**	**96%**
Summary Totals and Pass Rate	**245**	**244**	**100%**	**98%**	**174**	**172**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:25:15**
Institution: **302 - CA State Polytechnic Univ.-Pomona**
Number of Program Completers: **323**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	323	323	100%	100%	n/a	--	--
Aggregate	**323**	**323**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	258	257	100%	99%	n/a	--	--
Aggregate	**258**	**257**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**6**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	161	161	100%	100%	n/a	--	--
Agriculture S* (14)	1	--	--	100%	n/a	--	--
Home Economics S* (17)	1	--	--	100%	n/a	--	--
Aggregate	**163**	**163**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**323**	**322**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CalStateTEACH**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

CalStateTEACH is an alternative pathway to the Multiple Subject 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 Subject 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) campuses.

CalStateTEACH is a program of supported, independent learning in which candidates work in small groups, guided by both CSU faculty and on-site school mentors. This form of instruction allows part-time, home-based study and uses a rich mix of print, Internet, video, and web-based materials. There are no regular university classes to attend; however, five all-day Saturday seminars are required during the program. After successfully completing the 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 2003-2004

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

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

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

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 2003-2004

This past year CalStateTEACH has been experimenting with the California Teaching Performance Assessment, which was designed to assess a candidate's ability to demonstrate competency in the integrated set of pedagogical tasks, knowledge, skills, and abilities related to teaching. The CA TPA provides a series of four performance tasks that candidates complete during their professional preparation program, whereby the results of the candidates' performance on the CA TPA can help provide formative assessment information to candidates for improving the quality of their teaching.

Task 1 assesses candidates' knowledge of content-specific and developmentally appropriate pedagogy, assessment practices, adaptation of content-specific pedagogy for English learners, and for students with special needs. Task 2 asks candidates to plan instruction while considering student characteristics for academic learning, and to connect learning about student characteristics to instructional planning. Task 3 gives candidates the opportunity to demonstrate their ability to design standards-based, developmentally appropriate student assessment activities. In addition, candidates demonstrate their ability to assess student learning and to diagnose student needs. Task 4 asks the candidates to design a standards-based lesson for a class of students, implement that lesson making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning, and analyze the strengths and weaknesses of the lesson. To ensure equity to the candidate, a videotape of the lesson is collected and reviewed.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,162	307	855
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,162	307	855

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1162	307	855
Single Subject Candidates			
Education Specialist Candidates			
Totals	1,162	307	855

Institution/Program: **CalStateTEACH**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**78**	**78**	
In Academic Positions with Rights and Responsibilities	78	78	
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 2003-2004*

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

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

Institution/Program: **CalStateTEACH**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15	60	960
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:10**
Institution: **344 - CALState Teach**
Number of Program Completers: **445**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	445	445	100%
Aggregate	**0**	**--**	**--**	**100%**	**445**	**445**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	429	413	96%
Aggregate	**0**	**--**	**--**	**98%**	**429**	**413**	**96%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	304	304	100%
CSET MSE I	0	--	--	100%	64	64	100%
CSET MSE II	0	--	--	99%	64	64	100%
CSET MSE III	0	--	--	100%	64	64	100%
Aggregate	**0**	**--**	**--**	**99%**	**368**	**368**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**445**	**429**	**96%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:02**
Institution: **344 - CALState Teach**
Number of Program Completers: **199**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	199	199	100%	100%	n/a	--	--
Aggregate	**199**	**199**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	199	199	100%	99%	n/a	--	--
Aggregate	**199**	**199**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	158	158	100%	100%	n/a	--	--
Aggregate	**158**	**158**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**199**	**199**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CalStateTEACH**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 designed a plan for the implementation for the state required testing of all teachers using the California Teacher Performance Assessment (CTPA) which will be fully implemented during the 2004 -05 school year. 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. Finally, the university is actively engaged in collaborative discussions and relationships with our local districts on the S. B. 2042 Induction Standards as well as has submitted SB 2042 Fifth Year of Study Programs.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,969	1,770	199
Single Subject Candidates	1,676	1,443	233
Education Specialist Candidates	550	429	121
Totals	4,195	3,642	553

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	994	867	127
Single Subject Candidates	767	630	137
Education Specialist Candidates	206	158	48
Totals	1,967	1,655	312

Institution/Program: **Chapman University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**137**	**55**	**0**
In Academic Positions with Rights and Responsibilities	137	55	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**110**	**50**	**0**
In Academic Positions with Rights and Responsibilities	110	50	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**32**	**24**	**0**
In Academic Positions with Rights and Responsibilities	32	24	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	21:1	21:1	0:1
Single Subject Programs	21:1	21:1	0:1
Education Specialist Programs	21:1	21:1	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 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:14**
Institution: **512 - Chapman University**
Number of Program Completers: **1653**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	1404	1404	100%	100%	249	249	100%
Aggregate	**1404**	**1404**	**100%**	**100%**	**249**	**249**	**100%**
Professional Knowledge/Pedagogy							
RICA	816	807	99%	98%	126	123	98%
Aggregate	**816**	**807**	**99%**	**98%**	**126**	**123**	**98%**
Academic Content Areas							
Art S* (12)	3	--	--	98%	2	--	--
Art Praxis II (0131 + 0132)	3	--	--	95%	2	--	--
English S* (01)	32	32	100%	94%	9	--	--
Praxis II English	30	30	100%	100%	9	--	--
French S* (11)	2	--	--	100%	2	--	--
French: Skills Praxis II (0171)	2	--	--	100%	2	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	2	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	19	19	100%	100%	7	--	--
Spanish: Skills Praxis II (0192)	19	18	95%	96%	7	--	--
Spanish: Analysis Praxis II (0193)	19	19	100%	91%	7	--	--
Math S* (02)	10	10	100%	93%	9	--	--
Math Praxis II (0063 + 0064)	9	--	--	100%	9	--	--
Music S* (13)	11	11	100%	98%	0	--	--
Music Praxis II (0111 + 0112)	11	11	100%	94%	0	--	--
Biology S* (04 + 05)	9	--	--	92%	2	--	--
Biology Praxis II (0233 + 0433)	9	--	--	100%	2	--	--
Science Praxis Test II	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	1	--	--
Geoscience S* (04 + 07)	3	--	--	88%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	17	17	100%	95%	4	--	--
Soc. Studies Praxis II (0082 + 0083)	16	16	100%	99%	4	--	--
CSET English I	73	73	100%	100%	17	17	100%
CSET English II	73	73	100%	100%	17	17	100%
CSET English III	73	73	100%	99%	17	17	100%
CSET English IV	73	73	100%	99%	17	17	100%
CSET Math I	38	36	95%	98%	7	--	--
CSET Math II	38	36	95%	98%	7	--	--
CSET Math III	28	15	54%	90%	6	--	--
CSET Social Sci I	86	86	100%	100%	11	11	100%
CSET Social Sci II	86	86	100%	100%	11	11	100%
CSET Social Sci III	86	86	100%	100%	11	11	100%
CSET Science I	42	42	100%	100%	8	--	--
CSET Science II	42	42	100%	100%	8	--	--
CSET Sci III Bio/Life	33	33	100%	100%	3	--	--
CSET Sci III Chemistry	5	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
Aggregate	**351**	**336**	**96%**	**97%**	**79**	**77**	**97%**
Other Content Areas							
MSAT (0140 + 0151)	242	241	100%	100%	31	31	100%
Business S* (15)	23	23	100%	96%	3	--	--
Health Science S* (16)	38	38	100%	100%	8	--	--
Home Economics S* (17)	3	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	3	--	--	100%	1	--	--
Physical Education S* (09)	27	27	100%	97%	2	--	--
Phys. Educ. Praxis Test II	28	28	100%	98%	2	--	--
CSET MSE I	400	400	100%	100%	57	57	100%
CSET MSE II	400	398	100%	99%	57	57	100%
CSET MSE III	400	400	100%	100%	57	57	100%
Aggregate	**737**	**734**	**100%**	**99%**	**102**	**102**	**100%**
Summary Totals and Pass Rate	**1404**	**1377**	**98%**	**98%**	**249**	**244**	**98%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:10**
Institution: **512 - Chapman University**
Number of Program Completers: **1321**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	1320	1320	100%	100%	n/a	--	--
Aggregate	**1320**	**1320**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	844	841	100%	99%	n/a	--	--
Aggregate	**844**	**841**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	11	11	100%	100%	n/a	--	--
Art Praxis II (0131 + 0132)	11	11	100%	100%	n/a	--	--
English S* (01)	83	81	98%	98%	n/a	--	--
Praxis II English	85	83	98%	99%	n/a	--	--
Japanese S* (21)	1	--	--	100%	n/a	--	--
Spanish S* (10)	5	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	5	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	92%	n/a	--	--
Math S* (02)	24	23	96%	99%	n/a	--	--
Math Praxis II (0063 + 0064)	23	23	100%	98%	n/a	--	--
Music S* (13)	10	10	100%	100%	n/a	--	--
Music Praxis II (0111 + 0112)	9	--	--	100%	n/a	--	--
Biology S* (04 + 05)	26	26	100%	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	26	26	100%	99%	n/a	--	--
Science Praxis Test II	5	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	4	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	4	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	5	--	--	97%	n/a	--	--
Physics S* (04 + 08)	2	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	63	61	97%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	60	58	97%	98%	n/a	--	--
CSET Math I	1	--	--	29%	n/a	--	--
CSET Math II	1	--	--	50%	n/a	--	--
CSET Math III	1	--	--	33%	n/a	--	--
Aggregate	**240**	**233**	**97%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	631	630	100%	100%	n/a	--	--
Business S* (15)	11	11	100%	100%	n/a	--	--
Health Science S* (16)	22	22	100%	100%	n/a	--	--
Home Economics S* (17)	4	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	4	--	--	100%	n/a	--	--
Physical Education S* (09)	19	19	100%	100%	n/a	--	--
Phys. Educ. Praxis Test II	19	19	100%	100%	n/a	--	--
Aggregate	**693**	**692**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**1321**	**1310**	**99%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Chapman University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 highly qualified Christian teachers who have an appropriate subject-matter foundation upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

1) Pre-screening candidates for admission to the teacher credential program based on personal interview, academic strength, essay, prior successful experiences working with children or youth, and motivation to teach.

2) Personal attention for each teacher candidate during the teacher credential program.

3) Course assignments designed to apply the California Standards for the Teaching Profession (CSTPs)

4) Implementation of the Teacher Performance Assessments into the curriculum. These were placed near the end of the program, after the Teacher Performance Expectations were introduced and learned by the students.

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 2003-2004

The SB2042 revised Multiple and Single Subject Teaching Credential Programs are now approved and in place 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 were measured by the four tasks of the Teaching Performance Assessment, first implemented into the program curriculum in Fall 2004.

The Fifth Year program to clear an SB2042 credential has been approved; however, due to AB2210 Liu, passed August 30, 2004, SB2042 credentials must be cleared through an approved induction program, if available.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
http://www.christianheritage.edu/suspense/CredentialProgram.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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	25	25	
Single Subject Candidates	4	4	
Education Specialist Candidates			
Totals	29	29	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	25	25	
Single Subject Candidates	4	4	
Education Specialist Candidates			
Totals	29	29	

Institution/Program: **Christian Heritage College**

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

Number of Supervising Teachers During 2003-2004
(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	**2**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	1		
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	25:1	:1	:1
Single Subject Programs	2:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Christian Heritage College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:14**
Institution: **514 - Christian Heritage College**
Number of Program Completers: **28**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	28	28	100%	100%	0	--	--
Aggregate	**28**	**28**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	21	21	100%	98%	0	--	--
Aggregate	**21**	**21**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
Aggregate	**6**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
CSET MSE I	15	15	100%	100%	0	--	--
CSET MSE II	15	15	100%	99%	0	--	--
CSET MSE III	15	15	100%	100%	0	--	--
Aggregate	**20**	**20**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**28**	**28**	**100%**	**98%**	**0**	**--**	**--**

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:13**
Institution: **514 - Christian Heritage College**
Number of Program Completers: **25**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	25	25	100%	100%	n/a	--	--
Aggregate	**25**	**25**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	20	20	100%	99%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Music S* (13)	2	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	2	--	--	100%	n/a	--	--
Aggregate	**2**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	17	17	100%	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**18**	**18**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**25**	**25**	**100%**	**99%**	**n/a**	**--**	**--**

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Institution/Program: **Christian Heritage College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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, in either general or special education settings, to culturally and linguistically diverse students. Over 50% of CGU intern teachers each year are from underrepresented groups and 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 2003-2004

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.

Additionally we have just launched a new special education program both at the credential and MA/Ph.D. level. CGU is deeply committed to increasing the numbers of highly qualified special education teachers as well as contributing to the pool of special education leadership in the country. This new program is unique in that it is highly integrated into the general education program thereby increasing the abilities and cooperative attitudes of both general and special education teachers.

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 2003-2004

Two exciting initiatives will be launched in the coming year. First, our new Level II Special Education Credential program is currently under review for approval. This program will build upon the excellent characteristics of social justice and accountibility that undergird the Level I program.

Additionally, an exciting partnership is being developed between CGU and the five undergraduate Claremont Colleges (Pomona, Harvey Mudd, Scripps, Claremont McKenna and Pitzer) to recruit outstanding math and science graduates into the teaching profession. The focus here is to increase the numbers of highly qualified math and science teachers working in poor urban schools.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	56	10	46
Single Subject Candidates	56	2	54
Education Specialist Candidates			
Totals	112	12	100

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	56	10	46
Single Subject Candidates	56	2	54
Education Specialist Candidates			
Totals	112	12	100

Institution/Program: **Claremont Graduate University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**6**	
In Academic Positions with Rights and Responsibilities	1	6	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**0**	**7**	
In Academic Positions with Rights and Responsibilities	0	7	
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 2003-2004*

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

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

Institution/Program: **Claremont Graduate University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:14**
Institution: **516 - Claremont Graduate University**
Number of Program Completers: **113**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	113	113	100%
Aggregate	**0**	**--**	**--**	**100%**	**113**	**113**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	54	51	94%
Aggregate	**0**	**--**	**--**	**98%**	**54**	**51**	**94%**
Academic Content Areas							
English S* (01)	0	--	--	94%	4	--	--
Praxis II English	0	--	--	100%	4	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	96%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	2	--	--
Math S* (02)	0	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	1	--	--
CSET English I	0	--	--	100%	8	--	--
CSET English II	0	--	--	100%	8	--	--
CSET English III	0	--	--	99%	8	--	--
CSET English IV	0	--	--	99%	8	--	--
CSET Math I	0	--	--	98%	18	18	100%
CSET Math II	0	--	--	98%	18	18	100%
CSET Math III	0	--	--	90%	11	11	100%
CSET Social Sci I	0	--	--	100%	7	--	--
CSET Social Sci II	0	--	--	100%	7	--	--
CSET Social Sci III	0	--	--	100%	7	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
Aggregate	**0**	**--**	**--**	**97%**	**47**	**47**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	13	13	100%
CSET MSE I	0	--	--	100%	33	33	100%
CSET MSE II	0	--	--	99%	33	32	97%
CSET MSE III	0	--	--	100%	32	32	100%
Aggregate	**0**	**--**	**--**	**99%**	**46**	**45**	**98%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**113**	**109**	**96%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:20**
Institution: **516 - Claremont Graduate University**
Number of Program Completers: **99**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	99	99	100%	100%	n/a	--	--
Aggregate	**99**	**99**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	75	75	100%	99%	n/a	--	--
Aggregate	**75**	**75**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	10	8	80%	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
Math S* (02)	4	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	n/a	--	--
CSET English I	2	--	--	67%	n/a	--	--
CSET English II	2	--	--	67%	n/a	--	--
CSET English III	2	--	--	67%	n/a	--	--
CSET English IV	2	--	--	67%	n/a	--	--
CSET Math I	2	--	--	29%	n/a	--	--
CSET Math II	2	--	--	50%	n/a	--	--
CSET Science I	2	--	--	80%	n/a	--	--
CSET Science II	2	--	--	80%	n/a	--	--
CSET Sci III Bio/Life	2	--	--	75%	n/a	--	--
Aggregate	**19**	**16**	**84%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	53	53	100%	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**54**	**54**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**99**	**96**	**97%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Claremont Graduate University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

During the 2003-2004 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 school 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 2003-2004

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 year 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.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	41		41
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	41		41

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41		41
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	41		41

Institution/Program: **Compton USD**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Compton USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:25**
Institution: **704 - Compton USD**
Number of Program Completers: **21**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	21	21	100%
Aggregate	**0**	**--**	**--**	**100%**	**21**	**21**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	21	21	100%
Aggregate	**0**	**--**	**--**	**98%**	**21**	**21**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	17	17	100%
CSET MSE I	0	--	--	100%	2	--	--
CSET MSE II	0	--	--	99%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
Aggregate	**0**	**--**	**--**	**99%**	**19**	**19**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**21**	**21**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:01**
Institution: **704 - Compton USD**
Number of Program Completers: **11**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	11	11	100%	100%	n/a	--	--
Aggregate	**11**	**11**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	n/a	--	--
Aggregate	**11**	**11**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	8	--	--	100%	n/a	--	--
Aggregate	**8**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**11**	**11**	**100%**	**99%**	**n/a**	**--**	**--**

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Institution/Program: **Compton USD**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

Many features contributed to program excellence and effectiveness for teacher education candidates during 2003-2004.

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 2003-2004

The following policies/practices which impact program excellence have been approved during the 2003 -2004 academic year.

1. The position of Director of the Teacher Credential Program has been added to the administrative team of the School of Education. The person in this position has diligently assessed quality of the Teacher Credential Program and has worked to assure the effectiveness of the policies of the program. This person also tracks the progress of the undergraduate students of the School of Education.
2. All 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. All students are required to successfully complete the Teacher Performance Appraisals before completion of the program.
4. A new faculty member was added to the School of Education with training and experience in both elementary teaching and psychology. This person is able to present to the students a unique perspective in courses like Educational Psychology and Brain Based Education.
5. For further information regarding Concordia University's Teacher Preparation Program, please visit our website at www.cui.edu.

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

Institution/Program: **Concordia University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	222	222	0
Single Subject Candidates	84	84	0
Education Specialist Candidates	0	0	0
Totals	306	306	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	92	92	0
Single Subject Candidates	38	38	0
Education Specialist Candidates	0	0	0
Totals	130	130	0

Institution/Program: **Concordia University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**22**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	17	0	0
Single 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
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 2003-2004*

	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: **Concordia University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:15**
Institution: **520 - Concordia University**
Number of Program Completers: **122**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	121	121	100%	100%	0	--	--
Aggregate	**121**	**121**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	87	86	99%	98%	0	--	--
Aggregate	**87**	**86**	**99%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	3	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
CSET Science I	5	--	--	100%	0	--	--
CSET Science II	5	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**19**	**19**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	98%	0	--	--
CSET MSE I	27	27	100%	100%	0	--	--
CSET MSE II	27	27	100%	99%	0	--	--
CSET MSE III	27	27	100%	100%	0	--	--
Aggregate	**61**	**61**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**122**	**121**	**99%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:35**
Institution: **520 - Concordia University**
Number of Program Completers: **118**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	118	118	100%	100%	n/a	--	--
Aggregate	**118**	**118**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	93	92	99%	99%	n/a	--	--
Aggregate	**93**	**92**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	2	--	--	100%	n/a	--	--
English S* (01)	8	--	--	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	68	68	100%	100%	n/a	--	--
Health Science S* (16)	2	--	--	100%	n/a	--	--
Physical Education S* (09)	3	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	n/a	--	--
Aggregate	**73**	**73**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**118**	**117**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Concordia University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

Partnerships for Excellence continue to be the new initiatives to improve program excellence and effectiveness for the greater Kern County region served by the School of Education at California State University, Bakersfield. There are several new partnerships this academic year that are worth noting.

Building Blocks for Reading Success – this is an early literacy program targeting four-year old students to have them ready for kindergarten. It is a collaborative effort with Chevron-Texaco Corporation, Bakersfield City Schools District, and California State University, Bakersfield.

Antelope Valley Math and Science Partnership – This is a collaborative effort between California State University, Bakersfield, several districts in the Antelope Valley region, and the Aerospace industry of that region. The goal is to prepare an increased number of math and science teachers to serve the community.

Partnerships for Excellence throughout the greater Kern region are evidenced by the Dean and several faculty members participating on various committees, including the Kern County Superintendents' monthly meetings, meetings of area principals, BTSA Advisory Boards, and other boards and committees serving local districts. This type of collaboration provides hands-on experience for School of Education faculty to be able to provide cutting-edge information dealing with current issues in local schools.

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 2003-2004 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	734	61
Single Subject Candidates	361	281	80
Education Specialist Candidates	441	275	166
Totals	1,597	1,290	307

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	459	415	44
Single Subject Candidates	132	93	39
Education Specialist Candidates	183	40	143
Totals	774	548	226

Institution/Program: **CSU Bakersfield**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**40**	**26**	**0**
In Academic Positions with Rights and Responsibilities	7	6	0
In Non-Academic Positions without Rights and Responsibilities	33	20	0
Single Subject Programs	**10**	**4**	**0**
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	7	4	0
Education Specialist Programs	**3**	**4**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	1	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **CSU Bakersfield**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	10	350
Single Subject Programs	30-35	19	500
Education Specialist Programs	30-40	10	300

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:02**
Institution: **304 - CSU Bakersfield**
Number of Program Completers: **564**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	470	470	100%	100%	94	94	100%
Aggregate	**470**	**470**	**100%**	**100%**	**94**	**94**	**100%**
Professional Knowledge/Pedagogy							
RICA	369	362	98%	98%	62	56	90%
Aggregate	**369**	**362**	**98%**	**98%**	**62**	**56**	**90%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	3	--	--	94%	2	--	--
Praxis II English	3	--	--	100%	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)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Science Praxis Test I	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	2	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	2	--	--
CSET English I	6	--	--	100%	2	--	--
CSET English II	6	--	--	100%	2	--	--
CSET English III	6	--	--	99%	2	--	--
CSET English IV	6	--	--	99%	2	--	--
CSET Math I	5	--	--	98%	3	--	--
CSET Math II	5	--	--	98%	3	--	--
CSET Math III	2	--	--	90%	1	--	--
CSET Social Sci I	8	--	--	100%	1	--	--
CSET Social Sci II	8	--	--	100%	1	--	--
CSET Social Sci III	8	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	4	--	--
CSET Science II	2	--	--	100%	4	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
Aggregate	**33**	**33**	**100%**	**97%**	**16**	**16**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	56	56	100%	100%	20	20	100%
Agriculture S* (14)	1	--	--	100%	1	--	--
Business S* (15)	2	--	--	96%	1	--	--
Health Science S* (16)	16	16	100%	100%	14	14	100%
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Phys. Educ. Praxis Test I	2	--	--	98%	0	--	--
CSET MSE I	110	110	100%	100%	3	--	--
CSET MSE II	110	110	100%	99%	3	--	--
CSET MSE III	110	110	100%	100%	3	--	--
Aggregate	**187**	**186**	**99%**	**99%**	**40**	**40**	**100%**
Summary Totals and Pass Rate	**470**	**462**	**98%**	**98%**	**94**	**88**	**94%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:25:41**
Institution: **304 - CSU Bakersfield**
Number of Program Completers: **450**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	450	449	100%	100%	n/a	--	--
Aggregate	**450**	**449**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	360	354	98%	99%	n/a	--	--
Aggregate	**360**	**354**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	6	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	4	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	4	--	--	99%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	111	110	99%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Aggregate	**113**	**112**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**450**	**442**	**98%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **CSU Bakersfield**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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:

California State University Channel Islands, the newest campus of the California State University system, opened its doors to students in 2002 with a mission that states, "placing students at the center of the educational experience, CSU 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." The campus began with a cohort of multiple subject (elementary education) post baccalaureate students in 2002 and added cohorts of single subject (secondary level), education specialist (special education), and master's of arts in education (school principal) students in subsequent years. The university serves educators in Ventura and southern Santa Barbara counties. It has a number of partnerships with Ventura County to provide coordinated services to educators.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Education Programs build from the foundation of undergraduate majors (Liberal Studies, Mathematics, English, and Sciences). Our Education Programs contribute to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. Our graduates are reflective about their teaching, their attitudes and their ability to work in collaborative analytical teams. All of the programs emphasize the preparation of teachers for the diversity of languages and cultures often encountered in California's public school classrooms. It prepares candidates to address the needs of students who speak English as a native language and/or as a second language. Emphasis is placed on the K-12 student as actively engaged in his/her learning.

All credential programs that we offer have been approved by the California Commission on Teacher Credentialing. The university offers intern programs that are collaborative efforts among the local school districts, Ventura County Beginning Teacher Support and the university.

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 2003-2004

* Began Education Specialist Mild/Moderate Level I and Single Subjects teacher credential programs in English, Mathematics and Science enrolling about 15 students in each program.

* Created Distinguished Teacher in Residence program. Distinguished teacher from Oxnard Elementary School District joined faculty for the year.

* Conducted an English Language Development Math Institute for 25 teachers in algebra strand

* Received $25,000 grant from Verizon for laptops to be used for instruction

* Piloted portfolio assessment 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	136	134	2
Single Subject Candidates	6	5	1
Education Specialist Candidates	14	9	5
Totals	156	148	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	136	134	2
Single Subject Candidates	6	5	1
Education Specialist Candidates	14	9	5
Totals	156	148	8

Institution/Program: **CSU Channel Islands**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**1**	**0**
In Academic Positions with Rights and Responsibilities	13	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**4**	**1**	**0**
In Academic Positions with Rights and Responsibilities	4	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10.5:1	2:1	0:1
Single Subject Programs	3:1	1:1	0:1
Education Specialist Programs	2.25:1	1:1	0:1

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

Institution/Program: **CSU Channel Islands**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:02**
Institution: **305 - CSU Channel Island**
Number of Program Completers: **80**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	78	78	100%	100%	2	--	--
Aggregate	**78**	**78**	**100%**	**100%**	**2**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	77	77	100%	98%	2	--	--
Aggregate	**77**	**77**	**100%**	**98%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	0	--	--
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	99%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
Aggregate	**64**	**64**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**78**	**78**	**100%**	**98%**	**2**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

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 2000-2001 Cohort Update

Institution/Program: **CSU Channel Islands**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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, special preparation to work with all children including those who are linguistically and culturally diverse (Bilingual emphasis program), concurrent special education, and post baccalaureate and blended undergraduate programs.

Course content is designed to meet all of the appropriate California program standards and within the elementary and secondary programs, the California Teaching Performance Expectations (TPEs) and prepares candidates to know and be able to teach in relation to Profession and state and local student academic content standards. All candidates must complete rigorous culminating assessments prior to being recommended for credentials.

Faculty in the School of Education represent the highest levels of professional expertise and pedagogical knowledge. Distinguished Teachers-in-Residence share best classroom practices and current experience.

Institution/Program: **CSU Chico**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	421	406	15
Single Subject Candidates	245	205	40
Education Specialist Candidates	127	54	73
Totals	793	665	128

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	390	377	13
Single Subject Candidates	222	184	38
Education Specialist Candidates	97	24	73
Totals	709	585	124

Institution/Program: **CSU Chico**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**30**	**5**	**0**
In Academic Positions with Rights and Responsibilities	25	5	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject Programs	**23**	**9**	**0**
In Academic Positions with Rights and Responsibilities	22	9	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	**11**	**11**	**0**
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	8	8	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **CSU Chico**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	30	550
Single Subject Programs	18	30	450
Education Specialist Programs	20	32	480

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:03**
Institution: **306 - CSU Chico**
Number of Program Completers: **330**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	259	259	100%	100%	71	71	100%
Aggregate	**259**	**259**	**100%**	**100%**	**71**	**71**	**100%**
Professional Knowledge/Pedagogy							
RICA	177	175	99%	98%	30	30	100%
Aggregate	**177**	**175**	**99%**	**98%**	**30**	**30**	**100%**
Academic Content Areas							
German S* (20)	0	--	--	100%	1	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
Aggregate	**2**	**--**	**--**	**97%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	16	16	100%	100%	11	10	91%
Physical Education S* (09)	0	--	--	97%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
CSET MSE I	26	25	96%	100%	6	--	--
CSET MSE II	26	26	100%	99%	6	--	--
CSET MSE III	26	26	100%	100%	6	--	--
Aggregate	**42**	**41**	**98%**	**99%**	**18**	**16**	**89%**
Summary Totals and Pass Rate	**259**	**256**	**99%**	**98%**	**71**	**69**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:26:00**
Institution: **306 - CSU Chico**
Number of Program Completers: **369**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	369	368	100%	100%	n/a	--	--
Aggregate	**369**	**368**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	247	245	99%	99%	n/a	--	--
Aggregate	**247**	**245**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**4**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	72	71	99%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	n/a	--	--
Aggregate	**75**	**74**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**369**	**365**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **CSU Chico**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

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 2003-2004

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 partnership between LAUSD Local District G and the College of Education was a finalist for the Nancy Zimpher Award from the Holmes Partnership.

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 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 infuse technology and differentiation of

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 2003-2004

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.

The university underwent a major reorganization that will become effective at the start of the 2004-05 academic year. The School of Education will become the College of Education and will be organized into two divisions of Teacher Education and Graduate Education. The Physical Education and Recreation Department will move to the College of Health and Human Services and the Special Education program will move from the Division of Graduate Education to the Division of Teacher Education. The College of Arts and Sciences will be reorganized in to several smaller colleges and undergraduate programs will be distributed across the new colleges. The change will allow for more efficient alignment of programs within the College but is likely to create new challenges with regard to undergraduate teacher preparation programs since they will be dispersed into several undergraduate colleges.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.csudh.edu/coe/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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,809	297	1,512
Single Subject Candidates	847	79	768
Education Specialist Candidates	929	205	724
Totals	3,585	581	3,004

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1072	247	825
Single Subject Candidates	515	78	437
Education Specialist Candidates	219	2	217
Totals	1,806	327	1,479

Institution/Program: **CSU Dominiguez Hills**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**78**	**95**	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	76	94	
Single Subject Programs	**40**	**54**	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	39	53	
Education Specialist Programs	**1**	**19**	
In Academic Positions with Rights and Responsibilities	1	2	
In Non-Academic Positions without Rights and Responsibilities	0	17	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **CSU Dominiguez Hills**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	19	450
Single Subject Programs	15	30	450
Education Specialist Programs	30	15	450

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:03**
Institution: **308 - CSU Dominguez Hills**
Number of Program Completers: **1286**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	563	560	99%	100%	720	720	100%
Aggregate	**563**	**560**	**99%**	**100%**	**720**	**720**	**100%**
Professional Knowledge/Pedagogy							
RICA	388	388	100%	98%	542	542	100%
Aggregate	**388**	**388**	**100%**	**98%**	**542**	**542**	**100%**
Academic Content Areas							
Art S* (12)	2	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	95%	0	--	--
English S* (01)	8	--	--	94%	13	13	100%
Praxis II English	7	--	--	100%	13	13	100%
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)	1	--	--	100%	0	--	--
Korean S* (25)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Math S* (02)	6	--	--	93%	10	9	90%
Math Praxis II (0063 + 0064)	6	--	--	100%	11	10	91%
Music S* (13)	1	--	--	98%	2	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	2	--	--
Biology S* (04 + 05)	5	--	--	92%	4	--	--
Biology Praxis II (0233 + 0433)	5	--	--	100%	5	--	--
Science Praxis Test II	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	90%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Geoscience S* (04 + 07)	0	--	--	88%	1	--	--
Social Science S* (03)	7	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	99%	2	--	--
CSET English I	5	--	--	100%	10	10	100%
CSET English II	5	--	--	100%	10	10	100%
CSET English III	5	--	--	99%	10	10	100%
CSET English IV	5	--	--	99%	10	10	100%
CSET Math I	11	10	91%	98%	6	--	--
CSET Math II	11	10	91%	98%	6	--	--
CSET Math III	10	6	60%	90%	3	--	--
CSET Social Sci I	13	13	100%	100%	5	--	--
CSET Social Sci II	13	13	100%	100%	5	--	--
CSET Social Sci III	13	13	100%	100%	5	--	--
CSET Science I	7	--	--	100%	2	--	--
CSET Science II	7	--	--	100%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
Aggregate	**67**	**62**	**93%**	**97%**	**61**	**59**	**97%**
Other Content Areas							
MSAT (0140 + 0151)	120	119	99%	100%	245	244	100%
Business S* (15)	1	--	--	96%	2	--	--
Health Science S* (16)	13	13	100%	100%	18	18	100%
Home Economics S* (17)	0	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	97%	7	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	6	--	--
CSET MSE I	64	64	100%	100%	54	54	100%
CSET MSE II	64	64	100%	99%	54	53	98%
CSET MSE III	64	64	100%	100%	54	54	100%
Aggregate	**200**	**198**	**99%**	**99%**	**327**	**325**	**99%**
Summary Totals and Pass Rate	**563**	**553**	**98%**	**98%**	**720**	**716**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organizatio

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:26:51**
Institution: **308 - CSU Dominiguez Hills**
Number of Program Completers: **870**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	870	870	100%	100%	n/a	--	--
Aggregate	**870**	**870**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	591	588	99%	99%	n/a	--	--
Aggregate	**591**	**588**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	12	12	100%	98%	n/a	--	--
Praxis II English	11	11	100%	99%	n/a	--	--
Japanese S* (21)	1	--	--	100%	n/a	--	--
Spanish S* (10)	3	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	3	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	n/a	--	--
Math S* (02)	11	11	100%	99%	n/a	--	--
Math Praxis II (0063 + 0064)	11	10	91%	98%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	3	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
Aggregate	**39**	**38**	**97%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	162	161	99%	100%	n/a	--	--
Business S* (15)	2	--	--	100%	n/a	--	--
Health Science S* (16)	4	--	--	100%	n/a	--	--
Physical Education S* (09)	9	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	9	--	--	100%	n/a	--	--
Aggregate	**177**	**176**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**870**	**865**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

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Use your program completer worksheet.

Institution/Program: **CSU Dominiguez Hills**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **CSU East Bay**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The College of Education and Allied Studies' mission is "to prepare collaborative leaders, committed to 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: "Provide an academically-rich, multicultural learning experience that prepares all of its students to realize their goals, pursue meaningful lifework, and to be socially responsible contributors to their communities, locally and globally."

The teacher preparation programs at CSU East Bay seek to produce graduates who value collaboration, recognize the importance of assuming leadership roles, and are committed to social justice and democracy. These programs have developed a well-deserved reputation for innovation. CSU East Bay was one of the first IHEs in California to offer entire programs at remote sites and 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 East Bay 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 2003-2004

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) on site competency-based support with portfolio assessment, and (3) participation of federal grants for student recruitment, support, and mentoring.

Institution/Program: **CSU East Bay**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

The Multiple and Single Subject Credential programs were revised to meet California's new teacher preparation standards (also known as "SB2042 Standards"). Both programs have been approved by the California Commission for Teacher Credentialing

The Education Specialist internship program was expanded to partner with 11 school districts in our service area.
For more information on our Special Education programs go to:
http://edschool.csueastbay.edu/departments/epsy/index.html

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

Institution/Program: **CSU East Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	434	301	133
Single Subject Candidates	212	68	144
Education Specialist Candidates	62	50	12
Totals	708	419	289

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	402	275	127
Single Subject Candidates	195	55	140
Education Specialist Candidates	34	22	12
Totals	631	352	279

Institution/Program: **CSU East Bay**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**36**	**7**	**0**
In Academic Positions with Rights and Responsibilities	6	1	
In Non-Academic Positions without Rights and Responsibilities	30	6	
Single Subject Programs	**13**	**9**	**0**
In Academic Positions with Rights and Responsibilities	1	9	
In Non-Academic Positions without Rights and Responsibilities	12	0	
Education Specialist Programs	**10**	**10**	**5**
In Academic Positions with Rights and Responsibilities	6	6	0
In Non-Academic Positions without Rights and Responsibilities	4	4	5

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0.28:1	0.28:1	n/a:1
Single Subject Programs	0.28:1	0.28:1	n/a:1
Education Specialist Programs	0.10:1	0.10:1	0.01:1

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

Institution/Program: **CSU East Bay**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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	40	10	400

Duration of Required Candidate Participation in Intern Programs in 2003-2004

	Number of Years
Multiple Subject Programs	1.25
Single Subject Programs	1.25
Education Specialist Programs	1.50

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:05**
Institution: **314 - CSU Hayward**
Number of Program Completers: **491**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	252	252	100%	100%	239	239	100%
Aggregate	**252**	**252**	**100%**	**100%**	**239**	**239**	**100%**
Professional Knowledge/Pedagogy							
RICA	215	214	100%	98%	109	109	100%
Aggregate	**215**	**214**	**100%**	**98%**	**109**	**109**	**100%**
Academic Content Areas							
Art S* (12)	0	--	--	98%	3	--	--
Art Praxis II (0131 + 0132)	0	--	--	95%	3	--	--
English S* (01)	2	--	--	94%	16	15	94%
Praxis II English	1	--	--	100%	15	15	100%
French S* (11)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	96%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	3	--	--
Math S* (02)	0	--	--	93%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Music S* (13)	0	--	--	98%	2	--	--
Music Praxis II (0111 + 0112)	0	--	--	94%	2	--	--
Biology S* (04 + 05)	0	--	--	92%	4	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	4	--	--
Science Praxis Test I	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	2	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	2	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	4	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	99%	2	--	--
CSET English I	2	--	--	100%	2	--	--
CSET English II	2	--	--	100%	2	--	--
CSET English III	2	--	--	99%	2	--	--
CSET English IV	2	--	--	99%	2	--	--
CSET Math I	1	--	--	98%	4	--	--
CSET Math II	1	--	--	98%	4	--	--
CSET Math III	1	--	--	90%	4	--	--
CSET Social Sci I	2	--	--	100%	5	--	--
CSET Social Sci II	2	--	--	100%	5	--	--
CSET Social Sci III	2	--	--	100%	5	--	--
CSET Science I	2	--	--	100%	5	--	--
CSET Science II	2	--	--	100%	5	--	--
CSET Sci III Bio/Life	1	--	--	100%	4	--	--
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**17**	**17**	**100%**	**97%**	**53**	**48**	**91%**
Other Content Areas							
MSAT (0140 + 0151)	77	77	100%	100%	67	67	100%
Business S* (15)	0	--	--	96%	1	--	--
Physical Education S* (09)	0	--	--	97%	2	--	--
Phys. Educ. Praxis Test I	0	--	--	98%	2	--	--
CSET MSE I	58	58	100%	100%	9	--	--
CSET MSE II	58	58	100%	99%	8	--	--
CSET MSE III	58	58	100%	100%	8	--	--
Aggregate	**135**	**135**	**100%**	**99%**	**79**	**79**	**100%**
Summary Totals and Pass Rate	**252**	**251**	**100%**	**98%**	**239**	**234**	**98%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:28:26**
Institution: **314 - CSU Hayward**
Number of Program Completers: **351**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	351	351	100%	100%	n/a	--	--
Aggregate	**351**	**351**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	255	255	100%	99%	n/a	--	--
Aggregate	**255**	**255**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	17	17	100%	98%	n/a	--	--
Praxis II English	16	16	100%	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	2	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	n/a	--	--
Math S* (02)	5	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	5	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	6	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	98%	n/a	--	--
Aggregate	**35**	**35**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	146	146	100%	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**147**	**147**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**351**	**351**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU East Bay**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 337,569 that includes: American Indian -1%, Asian-7%, Pacific Islander-.2%, Filipino-.8%, Hispanic-57%, African-American-5%, and White Not Hispanic- 28% and other 1%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

Alternative program delivery includes field-based cohorts in: Reading, Educational Administration, CLAD Certificate; Option IV and Block A School; 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 Central Valley Educational Leadership Institute Conferences, and Geography in Elementary School Curricula are a few examples of special conferences that enrich a students'professional preparation.

Faculty promote professional development for the region's teachers through coordination of state curriculum projects such as: the San Joaquin Mathematics and Writing Projects; the California History/Social Science Project, and the Central Valley Science Project.

The KSOEHD has established the Central Valley Educational Leadership Institute as an Ancillary Unit of

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 2003-2004

The Renaissance Partnership for Improving Teacher Quality Program continues to assess teacher performance by measuring learning outcomes through Teacher Work Samples. The national program will be housed in the KSOEHD beginning July 2005.

The Multiple Subject teacher education faculty begun implementation of a revised basic teacher credential program aligned with SB2042 standards. The 34-unit program is sequenced, 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 Teacher Performance Expectations and Assessments, as well as components that meet the requirements of NCATE. Partnership Schools have been arranged for cohorts beginning Fall 2005.

The Education Specialist Credential Program has revised its program to place more instruction and practice on assessment as well as curriculum and instructional support.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,432	1,415	17
Single Subject Candidates	445	407	38
Education Specialist Candidates	304	303	1
Totals	2,181	2,125	56

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1151	1,134	17
Single Subject Candidates	414	376	38
Education Specialist Candidates	65	64	1
Totals	1,630	1,574	56

Institution/Program: **CSU Fresno**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**29**	**9**	**0**
In Academic Positions with Rights and Responsibilities	15	6	0
In Non-Academic Positions without Rights and Responsibilities	14	3	0
Single Subject Programs	**5**	**1**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	**45**	**5**	**0**
In Academic Positions with Rights and Responsibilities	16	0	0
In Non-Academic Positions without Rights and Responsibilities	29	5	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:04**
Institution: **310 - CSU Fresno**
Number of Program Completers: **802**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	729	727	100%	100%	72	72	100%
Aggregate	**729**	**727**	**100%**	**100%**	**72**	**72**	**100%**
Professional Knowledge/Pedagogy							
RICA	553	523	95%	98%	29	28	97%
Aggregate	**553**	**523**	**95%**	**98%**	**29**	**28**	**97%**
Academic Content Areas							
Math S* (02)	0	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	0	--	--	98%	3	--	--
CSET Math II	0	--	--	98%	3	--	--
CSET Math III	0	--	--	90%	3	--	--
CSET Social Sci I	6	--	--	100%	2	--	--
CSET Social Sci II	6	--	--	100%	2	--	--
CSET Social Sci III	6	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
Aggregate	**9**	**--**	**--**	**97%**	**7**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	45	44	98%	100%	9	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Physical Education S* (09)	4	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	98%	0	--	--
CSET MSE I	72	72	100%	100%	7	--	--
CSET MSE II	72	69	96%	99%	7	--	--
CSET MSE III	72	71	99%	100%	7	--	--
Aggregate	**121**	**117**	**97%**	**99%**	**17**	**17**	**100%**
Summary Totals and Pass Rate	**729**	**695**	**95%**	**98%**	**72**	**71**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:27:27**
Institution: **310 - CSU Fresno**
Number of Program Completers: **625**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	625	622	100%	100%	n/a	--	--
Aggregate	**625**	**622**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	493	482	98%	99%	n/a	--	--
Aggregate	**493**	**482**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**8**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	77	77	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**79**	**78**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**625**	**612**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Fresno**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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:

Teacher preparation at CSU Fullerton fits well with the university's mission statement. Key phrases that articularly resonate with teacher candidates' professional preparation in the College of Education; students are actively engaged in learning and work in collaboration with faculty to expand knowledge; have learning experiences in and our of the university classroom; students study with faculty who provide students with best current theory and research that informs practice in the context of professional studies; prepare students for challenging professions that serve the community. The College of Education was established on July 1st, 2004, the eighth college at California State University Fullerton. The college's mission statement was developed in collaboration with faculty and community partners. It provides another level of context for understanding the work of the faculty in support of students' professional preparation The college's mission is to prepare professionals who value and promote diversity, adhere to professional and ethical standards, engage in collaborative endeavors, are lifelong learners, who use knowledge to make informed professional decisions, and become change agents in their workplaces and communities. The faculty model good teaching practices and support students so they can reach their maximum potential as professionals. We regularly seek input from a variety of advisory boards that inform curriculum decisions. The quality of the teacher is the most important variable in the educational process. Thus, the fundamental goal of the program is to ensure that our candidates have a solid grasp of subject matter, and possess the skills and dispositions that enable them to be competent teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Multiple and Single Subject Credential Programs submitted their S.B. 2042 documents in the fall of 2002 and received approval in the spring of 2003. Full implementation has been phased in over the 03-04 academic year and is now in full implementation for all candidates. The Multiple Subject Program has aligned all program forms with the TPEs;field observation forms, field competency forms, and final student evaluations. The Single Subject program has done the same, and took further steps to prepare faculty and students for adopting TPAs 1, 2 and 3. 2042 credential preparation has assisted in helping candidates obtain a better understanding of issues of mainstreaming, the visual and performing arts, physical education and pupil assessment. A strength of the Multiple Subject Program component is its cohort model. Candidates complete course and field experiences within stable cohorts led by small faculty teams. This permits peer and faculty support. Course and field experiences are also integrated, allowing for simultaneous coursework and field connections. The Single Subject Program combines subject matter preparation, pedagogical preparation, and field experience through collaboration between the Secondary Education department, university academic departments and professional development districts. An element of program effectiveness is the Secondary Education Council for Teacher Education Preparation with representation from all three areas and it holds meeting once per month for communication flow and to address any issues of common concern. The Special Ed. Dept. has added an Early Childhood Special Education Intern Credential emphasis, approved in the late spring of 2003.

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 2003-2004

California State University Fullerton is part of a CSU systemwide College of Education Dean Study that surveys beginning credentialed teachers (multiple subject, single subject, special education) and their supervisors during the last quarter of the first year of their teaching. The data are analyzed at the system level and the results for each campus and the composite of all CSU campuses are sent to each CSU campus. We have used this data in assisting us to analyze our programs' strengths and weaknesses. Overall, we are pleased that the Fullerton campus is rated at above the mean on nearly every item.
However, areas that we are currently or have plans to focus specific attention on across credential programs are

- Helping candidates know how to identify community resources in working with families
- Improving candidates' ability to establish classroom management and discipline

Areas for improvement in a specific credential program are candidates'

- Knowledge of content standards
- Ability to with and on behalf of families of children with special needs
- Ability to work with English learners
- Knowledge of technology applications both for record keeping and for student use

As well, as indicated in A.2., the Secondary Education Department has made steps to include TPAs 1, 2 and 3 into the single subject program by sending faculty to CTC training sessions, and by incorporating elements of these assessments into the curriculum.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	872	837	35
Single Subject Candidates	391	277	114
Education Specialist Candidates	481	313	168
Totals	1,744	1,427	317

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	724	696	28
Single Subject Candidates	252	202	50
Education Specialist Candidates	238	151	87
Totals	1,214	1,049	165

Institution/Program: **CSU Fullerton**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**105**	**18**	**0**
In Academic Positions with Rights and Responsibilities	105	18	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**19**	**13**	**0**
In Academic Positions with Rights and Responsibilities	19	13	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**25**	**18**	**0**
In Academic Positions with Rights and Responsibilities	25	18	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6.6:1	1.6:1	:1
Single Subject Programs	13.3:1	4.8:1	:1
Education Specialist Programs	7.5:1	6.0:1	:1

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

Institution/Program: **CSU Fullerton**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:04**
Institution: **312 - CSU Fullerton**
Number of Program Completers: **899**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	748	748	100%	100%	151	151	100%
Aggregate	**748**	**748**	**100%**	**100%**	**151**	**151**	**100%**
Professional Knowledge/Pedagogy							
RICA	551	538	98%	98%	85	82	96%
Aggregate	**551**	**538**	**98%**	**98%**	**85**	**82**	**96%**
Academic Content Areas							
Art S* (12)	0	--	--	98%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	95%	1	--	--
English S* (01)	1	--	--	94%	3	--	--
Praxis II English	1	--	--	100%	3	--	--
Mandarin S* (19)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Biology S* (04 + 05)	2	--	--	92%	2	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	4	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	99%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Science I	8	--	--	100%	4	--	--
CSET Science II	8	--	--	100%	4	--	--
CSET Sci III Bio/Life	6	--	--	100%	4	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**21**	**20**	**95%**	**97%**	**13**	**13**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	170	168	99%	100%	17	17	100%
Business S* (15)	5	--	--	96%	1	--	--
CSET MSE I	126	126	100%	100%	2	--	--
CSET MSE II	126	126	100%	99%	2	--	--
CSET MSE III	126	126	100%	100%	2	--	--
Aggregate	**301**	**298**	**99%**	**99%**	**20**	**20**	**100%**
Summary Totals and Pass Rate	**748**	**731**	**98%**	**98%**	**151**	**148**	**98%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:28:05**
Institution: **312 - CSU Fullerton**
Number of Program Completers: **656**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	656	656	100%	100%	n/a	--	--
Aggregate	**656**	**656**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	488	487	100%	99%	n/a	--	--
Aggregate	**488**	**487**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	338	338	100%	100%	n/a	--	--
Aggregate	**338**	**338**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**656**	**655**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Fullerton**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

During 2003-04, the Multiple Subject Credential Program (MSCP) implemented a new Student Teacher Evaluation Form which is better aligned with the California Teaching Performance Expectations (TPEs) mandated by the implementation of SB2042, legislation that created new standards for program effectiveness for both preservice and inservice teacher preparation. In conjunction with the new student teacher evaluation, the MSCP also developed a new Goals for the Individual Induction Plan (IIP) form. Students completing student teaching record specific goals on the IIP form. When hired as a beginning teacher, they provide the form to their new teacher site support provider, thereby enhancing the seamlessness of their professional development.

During 2003-04, the Single Subject Credential Program (SSCP) engaged in a year-long process of reviewing and revising evaluation of student teachers. Working with the support of a university $7,500 Enhancing Educational Effectiveness grant, six developmental workshops were held over the course of the year. Participants were the coordinators of each of the 10 subject matter programs comprising the SSCP. The outcome was the development of a new Student Teaching Evaluation form that aligns with the California Teaching Performance Expectations (TPEs) mandated by the recent implementation of the SB 2042 Standards for Program Effectiveness. Orientation and implementation were planned for AY 04-05.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,578	1,480	98
Single Subject Candidates	1,076	939	137
Education Specialist Candidates	226	142	84
Totals	2,880	2,561	319

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	697	629	68
Single Subject Candidates	400	330	70
Education Specialist Candidates	56	34	22
Totals	1,153	993	160

Institution/Program: **CSU Long Beach**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**66**	**22**	**0**
In Academic Positions with Rights and Responsibilities	66	22	0
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**72**	**36**	**0**
In Academic Positions with Rights and Responsibilities	72	36	0
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs	**9**	**9**	**0**
In Academic Positions with Rights and Responsibilities	9	9	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **CSU Long Beach**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	25	20	500
Education Specialist Programs	30	32	960

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:05**
Institution: **316 - CSU Long Beach**
Number of Program Completers: **1119**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	998	998	100%	100%	121	121	100%
Aggregate	**998**	**998**	**100%**	**100%**	**121**	**121**	**100%**
Professional Knowledge/Pedagogy							
RICA	648	645	100%	98%	77	76	99%
Aggregate	**648**	**645**	**100%**	**98%**	**77**	**76**	**99%**
Academic Content Areas							
English S* (01)	5	--	--	94%	2	--	--
Praxis II English	5	--	--	100%	2	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	1	--	--
Math S* (02)	5	--	--	93%	2	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	2	--	--
Music S* (13)	3	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	94%	1	--	--
Biology S* (04 + 05)	5	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	5	--	--	100%	1	--	--
Social Science S* (03)	8	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	99%	0	--	--
CSET English I	15	15	100%	100%	3	--	--
CSET English II	15	15	100%	100%	3	--	--
CSET English III	15	15	100%	99%	3	--	--
CSET English IV	15	15	100%	99%	3	--	--
CSET Math I	7	--	--	98%	2	--	--
CSET Math II	7	--	--	98%	2	--	--
CSET Math III	6	--	--	90%	2	--	--
CSET Social Sci I	25	25	100%	100%	2	--	--
CSET Social Sci II	25	25	100%	100%	2	--	--
CSET Social Sci III	25	25	100%	100%	2	--	--
CSET Science I	16	16	100%	100%	4	--	--
CSET Science II	16	16	100%	100%	4	--	--
CSET Sci III Bio/Life	12	12	100%	100%	1	--	--
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**93**	**93**	**100%**	**97%**	**19**	**19**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	144	144	100%	100%	44	44	100%
Health Science S* (16)	12	12	100%	100%	0	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test I	1	--	--	98%	0	--	--
CSET MSE I	248	247	100%	100%	15	15	100%
CSET MSE II	248	246	99%	99%	15	15	100%
CSET MSE III	248	248	100%	100%	15	15	100%
Aggregate	**407**	**405**	**100%**	**99%**	**59**	**59**	**100%**
Summary Totals and Pass Rate	**998**	**993**	**99%**	**98%**	**121**	**120**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:29:05**
Institution: **316 - CSU Long Beach**
Number of Program Completers: **677**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	677	677	100%	100%	n/a	--	--
Aggregate	**677**	**677**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	481	481	100%	99%	n/a	--	--
Aggregate	**481**	**481**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Japanese S* (21)	1	--	--	100%	n/a	--	--
Korean S* (25)	2	--	--	100%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Vietnamese S* (24)	1	--	--	100%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	283	282	100%	100%	n/a	--	--
Home Economics S* (17)	3	--	--	100%	n/a	--	--
Aggregate	**286**	**285**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**677**	**676**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Long Beach**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2171 credentials were recommended, approximately the same as the previous year, and 441 students received master's degrees. The College issued 223 emergency permits, the third year of dramatic decline since AY 1999-2000 (i.e., 20%, 23%, 64%, & 75% respectively).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 is in place 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 2003-2004

Faculty in the Division of Curriculum and Instruction completed the development of the SB 2042 multiple and single subject credential programs and have been approved by the California Commission on Teacher Credentialing. 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,775	1,631	144
Single Subject Candidates	916	911	5
Education Specialist Candidates	792	596	196
Totals	3,483	3,138	345

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	834	726	108
Single Subject Candidates	652	652	0
Education Specialist Candidates	387	301	86
Totals	1,873	1,679	194

Institution/Program: **CSU Los Angeles**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**44**	**11**	**0**
In Academic Positions with Rights and Responsibilities	37	11	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Single Subject Programs	**33**	**0**	**0**
In Academic Positions with Rights and Responsibilities	26	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**16**	**10**	**0**
In Academic Positions with Rights and Responsibilities	9	5	0
In Non-Academic Positions without Rights and Responsibilities	7	5	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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	20	600

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:06**
Institution: **318 - CSU Los Angeles**
Number of Program Completers: **1208**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	1074	1074	100%	100%	133	133	100%
Aggregate	**1074**	**1074**	**100%**	**100%**	**133**	**133**	**100%**
Professional Knowledge/Pedagogy							
RICA	692	656	95%	98%	131	130	99%
Aggregate	**692**	**656**	**95%**	**98%**	**131**	**130**	**99%**
Academic Content Areas							
Art S* (12)	2	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	95%	0	--	--
English S* (01)	14	14	100%	94%	1	--	--
Praxis II English	14	14	100%	100%	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)	6	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	91%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	0	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	11	11	100%	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	11	11	100%	99%	0	--	--
CSET English I	20	20	100%	100%	0	--	--
CSET English II	20	20	100%	100%	0	--	--
CSET English III	20	20	100%	99%	0	--	--
CSET English IV	20	20	100%	99%	0	--	--
CSET Math I	12	12	100%	98%	0	--	--
CSET Math II	12	12	100%	98%	0	--	--
CSET Math III	7	--	--	90%	0	--	--
CSET Social Sci I	22	22	100%	100%	0	--	--
CSET Social Sci II	22	22	100%	100%	0	--	--
CSET Social Sci III	22	22	100%	100%	0	--	--
CSET Science I	9	--	--	100%	0	--	--
CSET Science II	9	--	--	100%	0	--	--
CSET Sci III Bio/Life	6	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
Aggregate	**106**	**106**	**100%**	**97%**	**1**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	145	144	99%	100%	61	60	98%
Health Science S* (16)	10	10	100%	100%	6	--	--
Phys. Educ. Praxis Test I	2	--	--	98%	0	--	--
CSET MSE I	164	164	100%	100%	2	--	--
CSET MSE II	164	164	100%	99%	2	--	--
CSET MSE III	164	164	100%	100%	2	--	--
Aggregate	**321**	**320**	**100%**	**99%**	**69**	**68**	**99%**
Summary Totals and Pass Rate	**1075**	**1038**	**97%**	**98%**	**133**	**131**	**98%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:29:54**
Institution: **318 - CSU Los Angeles**
Number of Program Completers: **779**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	779	779	100%	100%	n/a	--	--
Aggregate	**779**	**779**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	610	602	99%	99%	n/a	--	--
Aggregate	**610**	**602**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	10	10	100%	98%	n/a	--	--
Praxis II English	10	10	100%	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	3	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	3	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	n/a	--	--
Math S* (02)	4	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	4	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	8	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	98%	n/a	--	--
Aggregate	**30**	**30**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	270	270	100%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**273**	**273**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**779**	**771**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Los Angeles**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

We have begun implementation of a new curriculum design based on SB2042 requirements. We also are reviewing extensive internal and external program evaluation data, and are examining our curriculum and advising system to strengthen both areas and better meet student needs. In addition, we are beginning implementation of a more effective and relevant portfolio process.

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

Institution/Program: **CSU Monterey Bay**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	223	183	40
Single Subject Candidates	21	15	6
Education Specialist Candidates	35	28	7
Totals	279	226	53

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	223	183	40
Single Subject Candidates	21	15	6
Education Specialist Candidates	31	28	3
Totals	275	226	49

Institution/Program: **CSU Monterey Bay**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**29**	**0**
In Academic Positions with Rights and Responsibilities	3	21	0
In Non-Academic Positions without Rights and Responsibilities	9	8	0
Single Subject Programs	**4**	**4**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**7**	**4**	**0**
In Academic Positions with Rights and Responsibilities	7	4	0
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3:1	3:1	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	20	30	550
Single Subject Programs	24	30	737
Education Specialist Programs	27	30	810

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:06**
Institution: **320 - CSU Monterey Bay**
Number of Program Completers: **226**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	180	180	100%	100%	46	46	100%
Aggregate	**180**	**180**	**100%**	**100%**	**46**	**46**	**100%**
Professional Knowledge/Pedagogy							
RICA	142	141	99%	98%	40	40	100%
Aggregate	**142**	**141**	**99%**	**98%**	**40**	**40**	**100%**
Academic Content Areas							
English S* (01)	1	--	--	94%	1	--	--
Praxis II English	1	--	--	100%	1	--	--
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)	1	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	0	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
Aggregate	**6**	**--**	**--**	**97%**	**3**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	43	43	100%	100%	14	14	100%
CSET MSE I	5	--	--	100%	0	--	--
CSET MSE II	5	--	--	99%	0	--	--
CSET MSE III	5	--	--	100%	0	--	--
Aggregate	**48**	**48**	**100%**	**99%**	**14**	**14**	**100%**
Summary Totals and Pass Rate	**180**	**179**	**99%**	**98%**	**46**	**46**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:30:02**
Institution: **320 - CSU Monterey Bay**
Number of Program Completers: **100**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	100	100	100%	100%	n/a	--	--
Aggregate	**100**	**100**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	100	100	100%	99%	n/a	--	--
Aggregate	**100**	**100**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	41	41	100%	100%	n/a	--	--
Aggregate	**41**	**41**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**100**	**100**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Monterey Bay**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004

CSUN is in its third year of the "Teachers for a New Era" initiative. Two baseline pilot data collection projects with LAUSD are underway. Arts and Sciences and Education faculty are engaged in dialogue with K-14 faculty concerning pedagogical content knowledge. Three schools (elementary, middle, high school) are serving as clinical sites, and one cohort of teacher candidates is completing program requirements at two of the sites. A Residency Program for beginning teachers is under revision due to the passage of new legislation.

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. The CTL research team is focusing on the impact of Schools Attuned training on student outcomes, special education, and teacher instructional practices.

The new LAUSD high school located on the CSUN campus, opened in September, 2004. It is comprised of three small learning communities -- teaching, health, and performing/media arts. A Planning Committee with representation from the University and LAUSD guided the general planning. Classroom teachers worked with CSUN Education and Arts and Sciences faculty during the summer to develop the curriculum.

CSUN is in its second year of participation in the Reading First Teacher Preparation Network. The goal of the project is to develop a national model for preparing teachers to teach reading. Grant funding from NCATE supports implementation of scientifically-based reading research and instruction at primarily

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,346	1,988	358
Single Subject Candidates	1,243	785	458
Education Specialist Candidates	765	427	338
Totals	4,354	3,200	1,154

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1857	1,518	339
Single Subject Candidates	787	359	428
Education Specialist Candidates	402	136	266
Totals	3,046	2,013	1,033

Institution/Program: **CSU Northridge**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**83**	**20**	**0**
In Academic Positions with Rights and Responsibilities	8	2	0
In Non-Academic Positions without Rights and Responsibilities	75	18	0
Single Subject Programs	**61**	**52**	**0**
In Academic Positions with Rights and Responsibilities	13	9	0
In Non-Academic Positions without Rights and Responsibilities	48	43	0
Education Specialist Programs	**17**	**19**	**0**
In Academic Positions with Rights and Responsibilities	9	9	0
In Non-Academic Positions without Rights and Responsibilities	8	10	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:06**
Institution: **322 - CSU Northridge**
Number of Program Completers: **1061**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	778	778	100%	100%	283	283	100%
Aggregate	**778**	**778**	**100%**	**100%**	**283**	**283**	**100%**
Professional Knowledge/Pedagogy							
RICA	571	564	99%	98%	140	137	98%
Aggregate	**571**	**564**	**99%**	**98%**	**140**	**137**	**98%**
Academic Content Areas							
English S* (01)	12	12	100%	94%	19	19	100%
Praxis II English	12	12	100%	100%	19	19	100%
Korean S* (25)	2	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	2	--	--
Math S* (02)	2	--	--	93%	14	14	100%
Math Praxis II (0063 + 0064)	2	--	--	100%	14	14	100%
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	90%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Social Science S* (03)	1	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	2	--	--
CSET English I	15	15	100%	100%	7	--	--
CSET English II	15	15	100%	100%	7	--	--
CSET English III	15	15	100%	99%	7	--	--
CSET English IV	15	15	100%	99%	7	--	--
CSET Math I	9	--	--	98%	9	--	--
CSET Math II	9	--	--	98%	9	--	--
CSET Math III	2	--	--	90%	6	--	--
CSET Social Sci I	19	19	100%	100%	4	--	--
CSET Social Sci II	19	19	100%	100%	4	--	--
CSET Social Sci III	19	19	100%	100%	4	--	--
CSET Science I	9	--	--	100%	9	--	--
CSET Science II	9	--	--	100%	9	--	--
CSET Sci III Bio/Life	6	--	--	100%	6	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**72**	**72**	**100%**	**97%**	**69**	**69**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	114	114	100%	100%	65	65	100%
Health Science S* (16)	32	32	100%	100%	23	23	100%
Home Economics S* (17)	1	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	97%	2	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	2	--	--
CSET MSE I	233	233	100%	100%	12	12	100%
CSET MSE II	233	233	100%	99%	12	12	100%
CSET MSE III	233	233	100%	100%	12	12	100%
Aggregate	**382**	**382**	**100%**	**99%**	**103**	**103**	**100%**
Summary Totals and Pass Rate	**778**	**771**	**99%**	**98%**	**283**	**280**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:30:50**
Institution: **322 - CSU Northridge**
Number of Program Completers: **793**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	793	793	100%	100%	n/a	--	--
Aggregate	**793**	**793**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	586	584	100%	99%	n/a	--	--
Aggregate	**586**	**584**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	5	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	98%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	360	360	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	13	13	100%	100%	n/a	--	--
Home Economics S* (17)	4	--	--	100%	n/a	--	--
Aggregate	**378**	**378**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**793**	**791**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Northridge**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

During the 2003-2004 academic year, CSUS offered a wide range of program options, beginning both fall and spring, within elementary, secondary and special education credential programs. One defining characteristic of our 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 K-12 schools) to keep learning communities small and constant 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 regularly to plan for the growth of student teachers. At PDSs, candidates, site teachers and university faculty collaborate on inquire-based projects and activities around the area of effective schooling for low income, culturally and linguistically diverse students.

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 2003-2004

During the current academic year, all teacher preparation program pathways at CSUS have been revised to meet new state standards for professional preparation. As a result, all pathways now include coursework and fieldwork focusing specifically on children with special needs. In addition, nearly all methods and pedagogy courses include early field experiences in diverse public schools linked to course content. All pathways now also use portfolio assessments whereby candidates demonstrate their mastery of state "Teaching Performance Expectations"; some pathways use electronic portfolios. Finally, as a result of these new programs, there have been substantial cross-departmental collaborations to improve program effectiveness in preparing teachers to work with low-income, culturally and linguistically diverse students, and students with special needs.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	599	544	55
Single Subject Candidates	356	319	37
Education Specialist Candidates	233	201	32
Totals	1,188	1,064	124

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	504	450	54
Single Subject Candidates	306	280	26
Education Specialist Candidates	53	50	3
Totals	863	780	83

Institution/Program: **CSU Sacramento**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**255**	**6**	
In Academic Positions with Rights and Responsibilities	38	6	
In Non-Academic Positions without Rights and Responsibilities	217		
Single Subject Programs	**70**	**14**	
In Academic Positions with Rights and Responsibilities	35	14	
In Non-Academic Positions without Rights and Responsibilities	35		
Education Specialist Programs	**11**	**2**	
In Academic Positions with Rights and Responsibilities	11	2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **CSU Sacramento**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:07**
Institution: **324 - CSU Sacramento**
Number of Program Completers: **694**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	604	604	100%	100%	89	89	100%
Aggregate	**604**	**604**	**100%**	**100%**	**89**	**89**	**100%**
Professional Knowledge/Pedagogy							
RICA	404	402	100%	98%	67	67	100%
Aggregate	**404**	**402**	**100%**	**98%**	**67**	**67**	**100%**
Academic Content Areas							
English S* (01)	9	--	--	94%	1	--	--
Praxis II English	10	10	100%	100%	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)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	6	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	1	--	--
Biology S* (04 + 05)	2	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Social Science S* (03)	10	10	100%	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	10	9	90%	99%	1	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
Aggregate	**45**	**44**	**98%**	**97%**	**3**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	160	160	100%	100%	41	41	100%
Health Science S* (16)	0	--	--	100%	3	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
CSET MSE I	94	94	100%	100%	0	--	--
CSET MSE II	94	94	100%	99%	0	--	--
CSET MSE III	94	94	100%	100%	0	--	--
Aggregate	**254**	**254**	**100%**	**99%**	**45**	**45**	**100%**
Summary Totals and Pass Rate	**604**	**601**	**100%**	**98%**	**89**	**89**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:31:24**
Institution: **324 - CSU Sacramento**
Number of Program Completers: **576**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	576	571	99%	100%	n/a	--	--
Aggregate	**576**	**571**	**99%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	443	433	98%	99%	n/a	--	--
Aggregate	**443**	**433**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Social Science S* (03)	10	10	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	98%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	259	256	99%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**261**	**258**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**576**	**563**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Sacramento**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 34.7% Hispanic, 12.7% African American, 40.1% Caucasian, 5.2 % Asian, 1% Native American, 0.5% Pacific Islander, 2.7 Filipino, and 3.1% other. These data are quite similar to the graduation rates of the region.

Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

New elementary and secondary teacher education programs were implemented to address new state standards. Teacher graduates of the new programs (including the secondary level) are qualified to teach English Language Learners within the regular classroom. The programs also implemented a performance assessment that places emphasis on differentiated instruction and assessment.

Through a consortium, the College of Education works to provide a seamless transition for employed students through intern and induction programs. Collaboration with more than 50 districts and 2 county offices of education 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 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 2003-2004

The newly implemented elementary and secondary teacher preparation programs incorporated a performance assessment to address differentiated instruction and assessment. Specifically, the assessment requires that candidates demonstrate knowledge of principles of content-specific pedagogy and developmentally appropriate pedagogy. Candidates connect planning to student characteristics for academic learning, plan a standards-based developmentally appropriate lesson and assessment, and meet differing needs of individuals (both English Language Learners and Special Needs students). The new secondary program now includes some supervised field work within each of its quarters. The secondary program also implemented a district-based model for placement and support of teacher candidates with faculty release for coordination. PT3 funding continued with further emphasis on engaging faculty and students with 3 school partners and technology-assisted instruction. The grant funded JASON Project engaged 3,000 students and 105 teachers along with faculty and the community in NASA sponsored real time experiences.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,083	763	320
Single Subject Candidates	538	247	291
Education Specialist Candidates	677	466	211
Totals	2,298	1,476	822

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	683	457	226
Single Subject Candidates	418	179	239
Education Specialist Candidates	292	130	162
Totals	1,393	766	627

Institution/Program: **CSU San Bernardino**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**79**	**62**	**0**
In Academic Positions with Rights and Responsibilities	17	10	0
In Non-Academic Positions without Rights and Responsibilities	62	52	0
Single Subject Programs	**49**	**52**	**0**
In Academic Positions with Rights and Responsibilities	12	12	0
In Non-Academic Positions without Rights and Responsibilities	37	40	0
Education Specialist Programs	**14**	**33**	**0**
In Academic Positions with Rights and Responsibilities	3	5	0
In Non-Academic Positions without Rights and Responsibilities	11	28	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:07**
Institution: **326 - CSU San Bernardino**
Number of Program Completers: **962**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	569	569	100%	100%	393	393	100%
Aggregate	**569**	**569**	**100%**	**100%**	**393**	**393**	**100%**
Professional Knowledge/Pedagogy							
RICA	414	406	98%	98%	210	210	100%
Aggregate	**414**	**406**	**98%**	**98%**	**210**	**210**	**100%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	6	--	--	94%	11	11	100%
Praxis II English	7	--	--	100%	11	11	100%
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	1	--	--
Math S* (02)	1	--	--	93%	11	11	100%
Math Praxis II (0063 + 0064)	1	--	--	100%	11	11	100%
Music S* (13)	1	--	--	98%	2	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	2	--	--
Biology S* (04 + 05)	1	--	--	92%	10	10	100%
Biology Praxis II (0233 + 0433)	1	--	--	100%	10	10	100%
Science Praxis Test I	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	90%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Geoscience S* (04 + 07)	0	--	--	88%	2	--	--
Social Science S* (03)	0	--	--	95%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	3	--	--
CSET English I	5	--	--	100%	9	--	--
CSET English II	5	--	--	100%	9	--	--
CSET English III	5	--	--	99%	9	--	--
CSET English IV	5	--	--	99%	9	--	--
CSET Math I	1	--	--	98%	3	--	--
CSET Math II	1	--	--	98%	3	--	--
CSET Math III	1	--	--	90%	2	--	--
CSET Social Sci I	10	10	100%	100%	3	--	--
CSET Social Sci II	10	10	100%	100%	3	--	--
CSET Social Sci III	10	10	100%	100%	3	--	--
CSET Science I	6	--	--	100%	13	13	100%
CSET Science II	6	--	--	100%	13	13	100%
CSET Sci III Bio/Life	3	--	--	100%	10	10	100%
CSET Sci III Chemistry	2	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
Aggregate	**34**	**34**	**100%**	**97%**	**70**	**70**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	61	61	100%	100%	64	64	100%
Business S* (15)	5	--	--	96%	2	--	--
Health Science S* (16)	26	26	100%	100%	3	--	--
Industrial + Tech Ed. S* (18)	2	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	97%	6	--	--
Phys. Educ. Praxis Test I	3	--	--	98%	6	--	--
CSET MSE I	111	111	100%	100%	16	16	100%
CSET MSE II	111	111	100%	99%	16	16	100%
CSET MSE III	111	111	100%	100%	16	16	100%
Aggregate	**208**	**208**	**100%**	**99%**	**91**	**91**	**100%**
Summary Totals and Pass Rate	**569**	**561**	**99%**	**98%**	**393**	**393**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:32:01**
Institution: **326 - CSU San Bernardino**
Number of Program Completers: **593**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	593	593	100%	100%	n/a	--	--
Aggregate	**593**	**593**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	485	482	99%	99%	n/a	--	--
Aggregate	**485**	**482**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	8	--	--	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	4	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	4	--	--	99%	n/a	--	--
Science Praxis Test II	3	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	3	--	--	97%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	167	167	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	2	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	2	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	n/a	--	--
Aggregate	**173**	**173**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**593**	**590**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU San Bernardino**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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

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 2003-2004

Examples of program enhancements and initiatives during the 2003-04 academic year include:
1) The college adopted the new CCTC performance-based standards for multiple subject and single subject credential programs. During this academic year we have fine-tuned 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 2004.
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. As a part of the University academic blueprint, the College of Education has targeted the Ed.D. program scheduled to begin Spring 2005, and 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	700	686	14
Single Subject Candidates	82	82	0
Education Specialist Candidates	112	79	33
Totals	894	847	47

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	432	418	14
Single Subject Candidates	80	80	0
Education Specialist Candidates	72	51	21
Totals	584	549	35

Institution/Program: **CSU San Marcos**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**61**	**3**	**0**
In Academic Positions with Rights and Responsibilities	28	1	0
In Non-Academic Positions without Rights and Responsibilities	33	2	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 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:07**
Institution: **328 - CSU San Marcos**
Number of Program Completers: **407**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	383	383	100%	100%	24	24	100%
Aggregate	**383**	**383**	**100%**	**100%**	**24**	**24**	**100%**
Professional Knowledge/Pedagogy							
RICA	320	319	100%	98%	24	24	100%
Aggregate	**320**	**319**	**100%**	**98%**	**24**	**24**	**100%**
Academic Content Areas							
English S* (01)	4	--	--	94%	0	--	--
Praxis II English	4	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	99%	0	--	--
CSET English IV	12	12	100%	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
CSET Science I	7	--	--	100%	0	--	--
CSET Science II	7	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**39**	**39**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	75	75	100%	100%	15	15	100%
CSET MSE I	110	110	100%	100%	2	--	--
CSET MSE II	110	110	100%	99%	2	--	--
CSET MSE III	110	110	100%	100%	2	--	--
Aggregate	**185**	**185**	**100%**	**99%**	**17**	**17**	**100%**
Summary Totals and Pass Rate	**383**	**382**	**100%**	**98%**	**24**	**24**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:32:23**
Institution: **328 - CSU San Marcos**
Number of Program Completers: **362**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	362	362	100%	100%	n/a	--	--
Aggregate	**362**	**362**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	315	314	100%	99%	n/a	--	--
Aggregate	**315**	**314**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	10	10	100%	98%	n/a	--	--
Praxis II English	10	10	100%	99%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	5	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	5	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**23**	**23**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	123	123	100%	100%	n/a	--	--
Aggregate	**123**	**123**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**362**	**361**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU San Marcos**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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. Beginning fall 2005, the Single Subject Credential Program will begin holding credential classes in Stockton. 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 2003-2004

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 2003 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 and in the content area of reading methods.

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.

Assessment data from graduates has been used to refine programs.

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 2003-2004

1. Technology is more highly integrated into Multiple Subject and Single Subject programs based on new Senate Bill 2042 standards.

2. Dr. Juan Flores, chair of the Department of Teacher Education, was awarded the CSU Chancellor's Office Information Competency Grant to assist department faculty in incorporating information competence into their courses.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	853	808	45
Single Subject Candidates	308	268	40
Education Specialist Candidates	50	50	
Totals	1,211	1,126	85

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	477	437	40
Single Subject Candidates	237	201	36
Education Specialist Candidates	12	12	
Totals	726	650	76

Institution/Program: **CSU Stanislaus**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**32**	**15**	
In Academic Positions with Rights and Responsibilities	13	8	
In Non-Academic Positions without Rights and Responsibilities	19	7	
Single Subject Programs	**21**	**6**	
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities	18	5	
Education Specialist Programs	**3**		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	1		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16:1	16:1	:1
Single Subject Programs	6:1	4:1	:1
Education Specialist Programs	5:1	:1	:1

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

Institution/Program: **CSU Stanislaus**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:08**
Institution: **330 - CSU Stanislaus**
Number of Program Completers: **548**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	483	476	99%	100%	65	65	100%
Aggregate	**483**	**476**	**99%**	**100%**	**65**	**65**	**100%**
Professional Knowledge/Pedagogy							
RICA	408	385	94%	98%	43	41	95%
Aggregate	**408**	**385**	**94%**	**98%**	**43**	**41**	**95%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	2	--	--	94%	1	--	--
Praxis II English	2	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	2	--	--
Math S* (02)	1	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
Aggregate	**19**	**19**	**100%**	**97%**	**5**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	49	49	100%	100%	12	12	100%
Business S* (15)	2	--	--	96%	0	--	--
CSET MSE I	50	50	100%	100%	6	--	--
CSET MSE II	50	50	100%	99%	6	--	--
CSET MSE III	50	50	100%	100%	6	--	--
Aggregate	**101**	**101**	**100%**	**99%**	**18**	**18**	**100%**
Summary Totals and Pass Rate	**483**	**457**	**95%**	**98%**	**65**	**63**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:32:46**
Institution: **330 - CSU Stanislaus**
Number of Program Completers: **397**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	397	393	99%	100%	n/a	--	--
Aggregate	**397**	**393**	**99%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	340	329	97%	99%	n/a	--	--
Aggregate	**340**	**329**	**97%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	3	--	--	98%	n/a	--	--
Praxis II English	3	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**8**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	73	73	100%	100%	n/a	--	--
Aggregate	**73**	**73**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**397**	**382**	**96%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **CSU Stanislaus**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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.

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	95	91	4
Single Subject Candidates	51	43	8
Education Specialist Candidates	7	5	2
Totals	153	139	14

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	95	91	4
Single Subject Candidates	51	43	8
Education Specialist Candidates	7	5	2
Totals	153	139	14

Institution/Program: **Dominican University of California**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**23**	**3**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	19	3	0
Single Subject Programs	**14**	**6**	**0**
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	12	5	0
Education Specialist Programs	**4**	**2**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	2	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	10:1	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:15**
Institution: **522 - Dominican University of California**
Number of Program Completers: **151**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	138	138	100%	100%	12	12	100%
Aggregate	**138**	**138**	**100%**	**100%**	**12**	**12**	**100%**
Professional Knowledge/Pedagogy							
RICA	93	93	100%	98%	4	--	--
Aggregate	**93**	**93**	**100%**	**98%**	**4**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	98%	1	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	1	--	--
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	4	--	--	98%	0	--	--
CSET Math II	4	--	--	98%	0	--	--
CSET Math III	4	--	--	90%	0	--	--
CSET Social Sci I	8	--	--	100%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**30**	**29**	**97%**	**97%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	23	23	100%	100%	4	--	--
CSET MSE I	46	46	100%	100%	0	--	--
CSET MSE II	46	45	98%	99%	0	--	--
CSET MSE III	46	46	100%	100%	0	--	--
Aggregate	**69**	**68**	**99%**	**99%**	**4**	**--**	**--**
Summary Totals and Pass Rate	**138**	**136**	**99%**	**98%**	**12**	**12**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:45**
Institution: **522 - Dominican University of San Rafael**
Number of Program Completers: **161**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	161	159	99%	100%	n/a	--	--
Aggregate	**161**	**159**	**99%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	111	108	97%	99%	n/a	--	--
Aggregate	**111**	**108**	**97%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
German S* (20)	1	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	6	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	6	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	5	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	98%	n/a	--	--
Aggregate	**18**	**18**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	61	61	100%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Aggregate	**62**	**62**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**161**	**157**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Dominican University of California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 School of Education, 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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	160	157	3
Single Subject Candidates	62	48	14
Education Specialist Candidates	39	33	6
Totals	261	238	23

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	85	82	3
Single Subject Candidates	44	34	10
Education Specialist Candidates	9	3	6
Totals	138	119	19

Institution/Program: **Fresno Pacific University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**26**	**2**	**0**
In Academic Positions with Rights and Responsibilities	26	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**13**	**7**	**0**
In Academic Positions with Rights and Responsibilities	13	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**5**	**3**	**0**
In Academic Positions with Rights and Responsibilities	5	3	0
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3:1	1.5:1	0:1
Single Subject Programs	2.6:1	1.4:1	0:1
Education Specialist Programs	2:1	2:1	0:1

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

Institution/Program: **Fresno Pacific University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:15**
Institution: **526 - Fresno Pacific University**
Number of Program Completers: **127**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	111	111	100%	100%	16	16	100%
Aggregate	**111**	**111**	**100%**	**100%**	**16**	**16**	**100%**
Professional Knowledge/Pedagogy							
RICA	90	86	96%	98%	9	--	--
Aggregate	**90**	**86**	**96%**	**98%**	**9**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Biology S* (04 + 05)	0	--	--	92%	2	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	2	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
Aggregate	**7**	**--**	**--**	**97%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	4	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
CSET MSE I	13	13	100%	100%	0	--	--
CSET MSE II	13	13	100%	99%	0	--	--
CSET MSE III	13	13	100%	100%	0	--	--
Aggregate	**25**	**25**	**100%**	**99%**	**4**	**--**	**--**
Summary Totals and Pass Rate	**111**	**107**	**96%**	**98%**	**16**	**16**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:52**
Institution: **526 - Fresno Pacific University**
Number of Program Completers: **97**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	97	97	100%	100%	n/a	--	--
Aggregate	**97**	**97**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	74	74	100%	99%	n/a	--	--
Aggregate	**74**	**74**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	3	--	--	98%	n/a	--	--
Praxis II English	3	--	--	99%	n/a	--	--
Mandarin S* (19)	1	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Aggregate	**7**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	19	19	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**97**	**97**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Fresno Pacific University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **High Tech High Communities**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the HTH Internship Program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning. It develops teachers who understand the integration of technical and academic studies by providing directed, on-the-job training to mid-career individuals in transition who do not have the time or wherewithal to engage in lengthy certification programs as well as to recent graduates of post-secondary institutions.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

In this inaugural year of our program, we have endeavored to create meaningful links between the courses that our interns take and their daily classroom practice. According to the interns, we have succeeded on that front as they have commented how the hands-on, real-world focus of the High Tech High Communities Intern program provides them with tools they can use in their classrooms. They add that the frequent and ongoing opportunities for reflection help them consider ways to improve their current practice. With courses taught by a combination of High Tech High teaching faculty and administrators along with our partners from the University of San Diego, the interns are exposed to individuals representing a broad range of experiences which allows them to learn about educational practices from multiple perspectives.

Institution/Program: **High Tech High Communities**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

Since the interns must teach for two years under their intern credential and many of them are first-year teachers, we are considering offering the coursework over two school years (including summers) instead of a more accelerated 15 month program where the bulk of courses are taken during one academic year. By initiating a cohort structure, first- and second-year teachers would be able to learn from each other as some of their courses would be shared.

Additionally, we are seeking grant funding to support stipends for full-time teachers and adjunct university faculty who instruct in the program and for building our professional reading library for the interns.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
hthl.hightechhigh.org/Teacher_credential/teacher_creden.htm

Note - This is a new program. Data for Part B and Part C not available.

Institution/Program: **High Tech High Communities**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

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

Institution/Program: **High Tech High Communities**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **High Tech High Communities**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

Institution/Program: High Tech High Communities

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004

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

Institution/Program: High Tech High Communities

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001 Cohort Update

Institution/Program: **High Tech High Communities**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Holy Names University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names 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 2003-2004

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 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 2003-2004

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

Institution/Program: **Holy Names University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	75	31	44
Single Subject Candidates	43	16	27
Education Specialist Candidates	38	36	2
Totals	156	83	73

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	9	12
Single Subject Candidates	10	2	8
Education Specialist Candidates	7	6	1
Totals	38	17	21

Institution/Program: **Holy Names University**

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

Number of Supervising Teachers During 2003-2004
(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	1	3	0
In Non-Academic Positions without Rights and Responsibilities	0	2	0
Single Subject 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
Education Specialist Programs	**1**	**2**	**0**
In Academic Positions with Rights and Responsibilities	1	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	26:1	26:1	:1
Single Subject Programs	26:1	26:1	:1
Education Specialist Programs	26:1	26:1	:1

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

Institution/Program: **Holy Names University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:16**
Institution: **528 - Holy Names University**
Number of Program Completers: **40**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	26	26	100%	100%	14	14	100%
Aggregate	**26**	**26**	**100%**	**100%**	**14**	**14**	**100%**
Professional Knowledge/Pedagogy							
RICA	21	21	100%	98%	9	--	--
Aggregate	**21**	**21**	**100%**	**98%**	**9**	**--**	**--**
Academic Content Areas							
Music S* (13)	0	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	94%	1	--	--
Social Science S* (03)	0	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	1	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**2**	**--**	**--**	**97%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	5	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	4	--	--	100%	2	--	--
CSET MSE II	4	--	--	99%	2	--	--
CSET MSE III	4	--	--	100%	2	--	--
Aggregate	**15**	**15**	**100%**	**99%**	**8**	**--**	**--**
Summary Totals and Pass Rate	**26**	**26**	**100%**	**98%**	**14**	**14**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:56**
Institution: **528 - Holy Names College**
Number of Program Completers: **50**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	50	50	100%	100%	n/a	--	--
Aggregate	**50**	**50**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	35	35	100%	99%	n/a	--	--
Aggregate	**35**	**35**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	6	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**8**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	27	27	100%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Aggregate	**28**	**28**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**50**	**50**	**100%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Holy Names University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 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 2003-2004

	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 2003-2004
(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	2		
In Non-Academic Positions without Rights and Responsibilities	1		
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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7:1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Hope International University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	8	320
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:19**
Institution: **558 - Hope International University**
Number of Program Completers: **21**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	**21**	**21**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	21	21	100%	98%	0	--	--
Aggregate	**21**	**21**	**100%**	**98%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
CSET MSE I	16	16	100%	100%	0	--	--
CSET MSE II	16	16	100%	99%	0	--	--
CSET MSE III	16	16	100%	100%	0	--	--
Aggregate	**20**	**20**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**21**	**21**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:11**
Institution: **558 - Hope International University**
Number of Program Completers: **15**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	15	15	100%	100%	n/a	--	--
Aggregate	**15**	**15**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	10	10	100%	99%	n/a	--	--
Aggregate	**10**	**10**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Korean S* (25)	5	--	--	100%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	n/a	--	--
Aggregate	**5**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**15**	**15**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Hope International University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching as being one of social activism and promotion of social justice. We see 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 2003-2004

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 2003-2004

Elementary and Secondary Education programs have received approval from the California Commission on Teacher Credentialing for new 2042 Programs and began implementing the revised programs in 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 relatively 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.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	90	90	
Single Subject Candidates	67	67	
Education Specialist Candidates	18	18	
Totals	175	175	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	90	90	
Single Subject Candidates	67	67	
Education Specialist Candidates	18	18	
Totals	175	175	

Institution/Program: **Humboldt State University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**16**		
In Academic Positions with Rights and Responsibilities	6		
In Non-Academic Positions without Rights and Responsibilities	10		
Single Subject Programs	**19**		
In Academic Positions with Rights and Responsibilities	10		
In Non-Academic Positions without Rights and Responsibilities	9		
Education Specialist Programs	**6**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	5		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:08**
Institution: **332 - Humboldt State University**
Number of Program Completers: **158**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	157	157	100%	100%	0	--	--
Aggregate	**157**	**157**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	92	89	97%	98%	0	--	--
Aggregate	**92**	**89**	**97%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Math I	3	--	--	98%	0	--	--
CSET Math II	3	--	--	98%	0	--	--
CSET Math III	3	--	--	90%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**24**	**24**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	58	58	100%	100%	0	--	--
CSET MSE II	58	58	100%	99%	0	--	--
CSET MSE III	58	58	100%	100%	0	--	--
Aggregate	**70**	**70**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**158**	**155**	**98%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:32:56**
Institution: **332 - Humboldt State University**
Number of Program Completers: **185**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	185	185	100%	100%	n/a	--	--
Aggregate	**185**	**185**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	121	120	99%	99%	n/a	--	--
Aggregate	**121**	**120**	**99%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	50	50	100%	100%	n/a	--	--
Aggregate	**50**	**50**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**185**	**184**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Humboldt State University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

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 2003-2004

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 2003-2004 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	5	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	10	10	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	5	5	0
Single Subject Candidates	5	5	0
Education Specialist Candidates	0	0	0
Totals	10	10	0

Institution/Program: **InterAmerican College**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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: **InterAmerican College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:16**
Institution: **529 - InterAmerican College**
Number of Program Completers: **10**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	10	10	100%	100%	0	--	--
Aggregate	**10**	**10**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	5	--	--	98%	0	--	--
Aggregate	**5**	**--**	**--**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**3**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	99%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Aggregate	**2**	**--**	**--**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**10**	**10**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:56**
Institution: **529 - InterAmerican College**
Number of Program Completers: **0**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	n/a	--	--
Aggregate	**0**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**0**	**--**	**--**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **InterAmerican College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

Our SB2042 Credential Program was approved in October 2003.

We implemented the California Teacher Performance Assessment System as a part of our Summative Assessment Program to determine Teacher Candidates' Competence. The TPA data are also used to guide us in our program improvement.

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 2003-2004 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	26	4
Single Subject Candidates	22	13	9
Education Specialist Candidates			
Totals	52	39	13

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18	15	3
Single Subject Candidates	15	13	2
Education Specialist Candidates			
Totals	33	28	5

Institution/Program: **John F. Kennedy University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**11**	**3**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	11	3	
Single Subject Programs	**6**	**1**	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	6	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5:1	6:1	:1
Single Subject Programs	8:1	2:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **John F. Kennedy University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:16**
Institution: **530 - John F. Kennedy University**
Number of Program Completers: **20**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	15	15	100%	100%	5	--	--
Aggregate	**15**	**15**	**100%**	**100%**	**5**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	3	--	--
Aggregate	**11**	**11**	**100%**	**98%**	**3**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
Aggregate	**3**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	1	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	99%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
Aggregate	**9**	**--**	**--**	**99%**	**2**	**--**	**--**
Summary Totals and Pass Rate	**15**	**15**	**100%**	**98%**	**5**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:57**
Institution: **530 - John F. Kennedy University**
Number of Program Completers: **19**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	19	19	100%	100%	n/a	--	--
Aggregate	**19**	**19**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	11	11	100%	99%	n/a	--	--
Aggregate	**11**	**11**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	2	--	--	100%	n/a	--	--
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	n/a	--	--
Aggregate	**10**	**10**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**19**	**19**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **John F. Kennedy University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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.

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 2003-2004

A new faculty member, who is a specialist in educational technology, is now working with the teacher education program at La Sierra University to improve the quality of online coursework. Her expertise is also being infused into all coursework on campus.

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

Institution/Program: **La Sierra University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	34	32	2
Single Subject Candidates	39	36	3
Education Specialist Candidates	0	0	0
Totals	73	68	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	8	2
Single Subject Candidates	9	6	3
Education Specialist Candidates	0	0	0
Totals	19	14	5

Institution/Program: **La Sierra University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**2**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	5	1	0
Single Subject Programs	**9**	**2**	**0**
In Academic Positions with Rights and Responsibilities	4	1	0
In Non-Academic Positions without Rights and Responsibilities	5	1	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	0:1	0:1	0:1

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

Institution/Program: **La Sierra University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	720
Single Subject Programs	35	18	630
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2003-2004

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	0

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:16**
Institution: **532 - La Sierra University**
Number of Program Completers: **27**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	17	17	100%	100%	10	10	100%
Aggregate	**17**	**17**	**100%**	**100%**	**10**	**10**	**100%**
Professional Knowledge/Pedagogy							
RICA	8	--	--	98%	3	--	--
Aggregate	**8**	**--**	**--**	**98%**	**3**	**--**	**--**
Academic Content Areas							
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	99%	1	--	--
CSET English IV	1	--	--	99%	1	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	2	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
CSET Science I	0	--	--	100%	1	--	--
CSET Science II	0	--	--	100%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
Aggregate	**4**	**--**	**--**	**97%**	**4**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	3	--	--	100%	1	--	--
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	99%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
Aggregate	**6**	**--**	**--**	**99%**	**2**	**--**	**--**
Summary Totals and Pass Rate	**17**	**15**	**88%**	**98%**	**10**	**9**	**90%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:59**
Institution: **532 - La Sierra University**
Number of Program Completers: **20**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	20	20	100%	100%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	15	15	100%	99%	n/a	--	--
Aggregate	**15**	**15**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
CSET English I	1	--	--	67%	n/a	--	--
CSET English II	1	--	--	67%	n/a	--	--
CSET English III	1	--	--	67%	n/a	--	--
CSET English IV	1	--	--	67%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	6	--	--	100%	n/a	--	--
Aggregate	**6**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**20**	**20**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **La Sierra University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 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	0	0	0
Education Specialist Candidates	0	0	0
Totals	26	0	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	0	26
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	26	0	26

Institution/Program: **Long Beach USD**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**26**
In Academic Positions with Rights and Responsibilities	0	0	26
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 2003-2004*

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

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

Institution/Program: **Long Beach USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:25**
Institution: **706 - Long Beach USD**
Number of Program Completers: **26**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
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%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	8	--	--
CSET MSE I	0	--	--	100%	1	--	--
CSET MSE III	0	--	--	100%	1	--	--
Aggregate	**0**	**--**	**--**	**99%**	**9**	**--**	**--**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**26**	**25**	**96%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:03**
Institution: **706 - Long Beach USD**
Number of Program Completers: **16**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	16	16	100%	100%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	9	--	--	100%	n/a	--	--
Aggregate	**9**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**16**	**16**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Long Beach USD**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 three year training program leading to a California Professional Clear Credential 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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	353		353
Single Subject Candidates	91		91
Education Specialist Candidates	20		20
Totals	464		464

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	353		353
Single Subject Candidates	91		91
Education Specialist Candidates	20		20
Totals	464		464

Institution/Program: **Los Angeles USD**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**353**
In Academic Positions with Rights and Responsibilities			353
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			**91**
In Academic Positions with Rights and Responsibilities			91
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			**20**
In Academic Positions with Rights and Responsibilities			20
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Los Angeles USD**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

	Number of Years
Multiple Subject Programs	3
Single Subject Programs	3
Education Specialist Programs	3

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:25**
Institution: **708 - Los Angeles USD**
Number of Program Completers: **464**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	464	464	100%
Aggregate	**0**	**--**	**--**	**100%**	**464**	**464**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	369	369	100%
Aggregate	**0**	**--**	**--**	**98%**	**369**	**369**	**100%**
Academic Content Areas							
English S* (01)	0	--	--	94%	62	62	100%
Praxis II English	0	--	--	100%	60	60	100%
Math S* (02)	0	--	--	93%	15	15	100%
Math Praxis II (0063 + 0064)	0	--	--	100%	15	15	100%
Biology S* (04 + 05)	0	--	--	92%	5	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	5	--	--
Science Praxis Test II	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	90%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	4	--	--
Geoscience S* (04 + 07)	0	--	--	88%	1	--	--
Aggregate	**0**	**--**	**--**	**97%**	**87**	**87**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	353	353	100%
Aggregate	**0**	**--**	**--**	**99%**	**353**	**353**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**464**	**464**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:31**
Institution: **708 - Los Angeles USD**
Number of Program Completers: **387**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	387	387	100%	100%	n/a	--	--
Aggregate	**387**	**387**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	387	387	100%	99%	n/a	--	--
Aggregate	**387**	**387**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	384	384	100%	100%	n/a	--	--
Aggregate	**384**	**384**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**387**	**387**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

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Use your program completer worksheet.

Institution/Program: **Los Angeles USD**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

* 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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	413	280	133
Single Subject Candidates	291	163	128
Education Specialist Candidates	91	32	59
Totals	795	475	320

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	111	83	28
Single Subject Candidates	86	45	41
Education Specialist Candidates	52	8	44
Totals	249	136	113

Institution/Program: **Loyola Marymount University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**11**	**0**
In Academic Positions with Rights and Responsibilities	12	11	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**19**	**25**	**0**
In Academic Positions with Rights and Responsibilities	19	25	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**2**	**14**	**0**
In Academic Positions with Rights and Responsibilities	2	14	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:16**
Institution: **536 - Loyola Marymount University**
Number of Program Completers: **219**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	144	144	100%	100%	74	74	100%
Aggregate	**144**	**144**	**100%**	**100%**	**74**	**74**	**100%**
Professional Knowledge/Pedagogy							
RICA	90	90	100%	98%	52	52	100%
Aggregate	**90**	**90**	**100%**	**98%**	**52**	**52**	**100%**
Academic Content Areas							
English S* (01)	0	--	--	94%	8	--	--
Praxis II English	0	--	--	100%	6	--	--
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)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	2	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	1	--	--
Biology S* (04 + 05)	2	--	--	92%	3	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	90%	2	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Social Science S* (03)	2	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	1	--	--
CSET English I	11	11	100%	100%	1	--	--
CSET English II	11	11	100%	100%	1	--	--
CSET English III	11	11	100%	99%	1	--	--
CSET English IV	11	11	100%	99%	1	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
CSET Science I	3	--	--	100%	1	--	--
CSET Science II	3	--	--	100%	1	--	--
CSET Sci III Bio/Life	3	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**32**	**31**	**97%**	**97%**	**18**	**18**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	15	14	93%	100%	36	36	100%
CSET MSE I	49	49	100%	100%	7	--	--
CSET MSE II	49	48	98%	99%	7	--	--
CSET MSE III	49	49	100%	100%	7	--	--
Aggregate	**64**	**62**	**97%**	**99%**	**43**	**43**	**100%**
Summary Totals and Pass Rate	**144**	**141**	**98%**	**98%**	**74**	**74**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:39:05**
Institution: **536 - Loyola Marymount University**
Number of Program Completers: **92**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	92	92	100%	100%	n/a	--	--
Aggregate	**92**	**92**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	77	77	100%	99%	n/a	--	--
Aggregate	**77**	**77**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	22	22	100%	100%	n/a	--	--
Aggregate	**22**	**22**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**92**	**92**	**100%**	**99%**	**n/a**	**--**	**--**

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Loyola Marymount University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

The curriculum in the Teachers for Tomorrow's Schools program is centered, by design, on six core program principles. Guided by the overarching goals of equity and social justice, the work is organized around these principles which permeate every aspect of the program from coursework, to fieldwork, to the general culture of the Mills Education community. They are:

o Teaching is inherently moral work that must be guided by an ethic of care.

o Teaching is reflective work that requires active and systematic inquiry for learning throughout the teacher's career.

o Learning is developmental and constructivist and thus teaching is best guided by those conceptions of how learners come to know.

o Teaching is connected in deep and important ways to subject matter. A central goal of the work is to prepare students to acquire, understand, and construct subject matter knowledge.

o Teaching is collegial in that both teachers and students learn in the contexts of relationships that matter. Colleagues and community are central.

Institution/Program: **Mills College**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.mills.edu/academics/graduate/educ/

Institution/Program: **Mills College**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	29	29	0
Single Subject Candidates	26	26	0
Education Specialist Candidates	5	5	0
Totals	60	60	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	29	0
Single Subject Candidates	26	26	0
Education Specialist Candidates	5	5	0
Totals	60	60	0

Institution/Program: **Mills College**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Single Subject Programs	**12**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	10	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.2:1	0:1	0:1
Single Subject Programs	2.2:1	0:1	0:1
Education Specialist Programs	5:1	0:1	0:1

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

Institution/Program: **Mills College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:17**
Institution: **540 - Mills College**
Number of Program Completers: **55**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	55	53	96%	100%	0	--	--
Aggregate	**55**	**53**	**96%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	25	24	96%	98%	0	--	--
Aggregate	**25**	**24**	**96%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	4	--	--	98%	0	--	--
CSET Math II	4	--	--	98%	0	--	--
CSET Math III	3	--	--	90%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
Aggregate	**20**	**18**	**90%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	8	--	--	100%	0	--	--
CSET MSE I	18	16	89%	100%	0	--	--
CSET MSE II	17	14	82%	99%	0	--	--
CSET MSE III	17	16	94%	100%	0	--	--
Aggregate	**26**	**22**	**85%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**55**	**48**	**87%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:39:10**
Institution: **540 - Mills College**
Number of Program Completers: **44**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	44	44	100%	100%	n/a	--	--
Aggregate	**44**	**44**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	25	25	100%	99%	n/a	--	--
Aggregate	**25**	**25**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	7	--	--	98%	n/a	--	--
Praxis II English	7	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	6	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	98%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	21	21	100%	100%	n/a	--	--
Aggregate	**21**	**21**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**44**	**44**	**100%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Mills College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	116	116	
Single Subject Candidates	80	80	
Education Specialist Candidates	34	34	
Totals	230	230	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	37	37	
Single Subject Candidates	18	18	
Education Specialist Candidates	8	8	
Totals	63	63	

Institution/Program: **Mount Saint Mary's College**

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

Number of Supervising Teachers During 2003-2004
(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	2		
In Non-Academic Positions without Rights and Responsibilities	5		
Single Subject Programs	**5**		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	**3**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	2		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:17**
Institution: **542 - Mount Saint Mary's College**
Number of Program Completers: **60**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	53	53	100%	100%	7	--	--
Aggregate	**53**	**53**	**100%**	**100%**	**7**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	36	34	94%	98%	3	--	--
Aggregate	**36**	**34**	**94%**	**98%**	**3**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	94%	1	--	--
Praxis II English	2	--	--	100%	1	--	--
Math S* (02)	0	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	99%	1	--	--
CSET English IV	0	--	--	99%	1	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**8**	**--**	**--**	**97%**	**3**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	10	10	100%	100%	2	--	--
CSET MSE I	11	11	100%	100%	1	--	--
CSET MSE II	11	11	100%	99%	1	--	--
CSET MSE III	11	11	100%	100%	1	--	--
Aggregate	**21**	**21**	**100%**	**99%**	**3**	**--**	**--**
Summary Totals and Pass Rate	**53**	**51**	**96%**	**98%**	**7**	**--**	**--**

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:39:13**
Institution: **542 - Mount Saint Mary's College**
Number of Program Completers: **38**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	38	38	100%	100%	n/a	--	--
Aggregate	**38**	**38**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	12	12	100%	100%	n/a	--	--
Aggregate	**12**	**12**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**38**	**38**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Mount Saint Mary's College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 and secondary school classrooms as either Intern teachers or as teachers who hold emergency permits. Therefore, we collaborate with the Alum Rock Union Elementary School District, Eastside Union High School District and county-wide consortiums from San Mateo County Office of Education, Alameda County Office of Education and the Santa Clara County Office of Education to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

At NHU, the focus of the program is to provide strategies to help teachers address issues related to teaching students of diverse language and cultural backgrounds. As a result, some of the outstanding features in the 2003-2004 programs were the improvement of the supervision component of the credential program and the integration of theoretical understanding with practical methodological approaches that teachers are able to use in their classrooms immediately. The attention to practicality in the real-world classroom and the high level of support they receive in the university classroom from their instructors and their peers serve to empower new teachers and, above all, contribute to their excellence and effectiveness in the classroom.

The implementation of the 2042 credential standards added to the overall improvement of the program beginning with the addition of a single subject credential program in math, science, English and social science. Additionally, the incorporation of a required teacher performance assessment and required critical assessments at the end of each course provided data that led to changes in staff and in program delivery. Two required staff development trainings on pedagogy added to the overall teaching abilities of our staff.

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 2003-2004

Under the 2042 state legislation, NHU will be providing credentials for single subject teachers in Art, Spanish and Physical Education.

Teaching Performance Assessment(TPA) will be utilized to assess student readiness along with practica for credentials. Video assessment will be added to the requirements.

Training of supervisors and key personnel as assessors to use ETS developed TPAs and new credential expectations.

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 paraprofessional initiatives.

Increase in outside professional development activities for schools and teachers in strategies for second language students and struggling readers.

Increase linkage of NOVA, Tech to Teaching, and RISE with NHU.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	314	36	278
Single Subject Candidates	3	2	1
Education Specialist Candidates	0	0	0
Totals	317	38	279

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	97	36	61
Single Subject Candidates	2	1	1
Education Specialist Candidates	0	0	0
Totals	99	37	62

Institution/Program: **National Hispanic University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**12**	**0**
In Academic Positions with Rights and Responsibilities	5	5	0
In Non-Academic Positions without Rights and Responsibilities	5	7	0
Single Subject Programs	**2**	**1**	**0**
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6:1	6:1	0:1
Single Subject Programs	6:1	6:1	0:1
Education Specialist Programs	0:1	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	6	240
Single Subject Programs	40	6	240
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:17**
Institution: **544 - National Hispanic University**
Number of Program Completers: **70**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	30	30	100%	100%	40	40	100%
Aggregate	**30**	**30**	**100%**	**100%**	**40**	**40**	**100%**
Professional Knowledge/Pedagogy							
RICA	26	26	100%	98%	39	39	100%
Aggregate	**26**	**26**	**100%**	**98%**	**39**	**39**	**100%**
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**2**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	17	17	100%
CSET MSE I	15	15	100%	100%	7	--	--
CSET MSE II	15	15	100%	99%	7	--	--
CSET MSE III	15	15	100%	100%	7	--	--
Aggregate	**22**	**22**	**100%**	**99%**	**24**	**24**	**100%**
Summary Totals and Pass Rate	**30**	**30**	**100%**	**98%**	**40**	**40**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:39:16**
Institution: **544 - National Hispanic University**
Number of Program Completers: **42**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	42	42	100%	100%	n/a	--	--
Aggregate	**42**	**42**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	40	40	100%	99%	n/a	--	--
Aggregate	**40**	**40**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Vietnamese S* (24)	1	--	--	100%	n/a	--	--
Aggregate	**1**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**42**	**42**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **National Hispanic University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 first nationally in granting master's degrees in education to all minorities and according to the U.S. Department of Education, ranks first in the nation in granting master's degrees in education to Hispanics (Black Issues in Higher Education, 2004). In California, NU ranks first in granting master's degrees in education to Hispanics, African Americans, Native Americans, and Asian Americans (Black Issues in Higher Education, 2004).

The Department of Teacher Education offers preparation programs for the Multiple Subject and Single Subject Preliminary and Professional Teaching Credentials, including bilingual emphasis (Spanish) and university internship options in collaboration with selected school districts. The Department of Special Education 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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

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 2003-2004

National University is beginning the process towards achieving accreditation from the National Council for Accrediation of Teacher Education (NCATE). The School of Education is examining current programs and standards to ensure that the courses and programs of study are aligned with national standards.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.nu.edu/Academics/Schools/SOE.html

Institution/Program: **National University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	4,750	4,700	50
Single Subject Candidates	4,511	4,393	118
Education Specialist Candidates	2,951	2,811	140
Totals	12,212	11,904	308

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1601	1,570	31
Single Subject Candidates	1289	1,245	44
Education Specialist Candidates	591	556	35
Totals	3,481	3,371	110

Institution/Program: **National University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**138**	**34**	**0**
In Academic Positions with Rights and Responsibilities	138	34	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**126**	**38**	**0**
In Academic Positions with Rights and Responsibilities	126	38	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	**60**	**21**	**0**
In Academic Positions with Rights and Responsibilities	60	21	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **National University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:18**
Institution: **548 - National University**
Number of Program Completers: **3171**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	3140	3140	100%	100%	31	31	100%
Aggregate	**3140**	**3140**	**100%**	**100%**	**31**	**31**	**100%**
Professional Knowledge/Pedagogy							
RICA	1856	1764	95%	98%	17	17	100%
Aggregate	**1856**	**1764**	**95%**	**98%**	**17**	**17**	**100%**
Academic Content Areas							
Art S* (12)	11	11	100%	98%	0	--	--
Art Praxis II (0131 + 0132	11	11	100%	95%	0	--	--
English S* (01)	85	85	100%	94%	4	--	--
Praxis II English	85	85	100%	100%	4	--	--
French S* (11)	5	--	--	100%	0	--	--
French: Skills Praxis II (0171	5	--	--	100%	0	--	--
French: Analysis Praxis II (0172	5	--	--	100%	0	--	--
German S* (20)	2	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Spanish S* (10)	17	17	100%	100%	0	--	--
Spanish: Skills Praxis II (0192	17	17	100%	96%	0	--	--
Spanish: Analysis Praxis II (0193	17	16	94%	91%	0	--	--
Math S* (02)	39	39	100%	93%	1	--	--
Math Praxis II (0063 + 0064	38	38	100%	100%	1	--	--
Music S* (13)	13	12	92%	98%	0	--	--
Music Praxis II (0111 + 0112	12	11	92%	94%	0	--	--
Biology S* (04 + 05)	15	15	100%	92%	0	--	--
Biology Praxis II (0233 + 0433	15	15	100%	100%	0	--	--
Science Praxis Test I	4	--	--	100%	0	--	--
Chemistry S* (04 + 06)	3	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433	2	--	--	100%	0	--	--
Geoscience S* (04 + 07)	4	--	--	88%	0	--	--
Physics S* (04 + 08)	4	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433	4	--	--	100%	0	--	--
Social Science S* (03)	65	65	100%	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083	65	65	100%	99%	1	--	--
CSET English I	116	116	100%	100%	1	--	--
CSET English II	116	116	100%	100%	1	--	--
CSET English II	116	116	100%	99%	1	--	--
CSET English IV	116	115	99%	99%	1	--	--
CSET Math I	69	68	99%	98%	1	--	--
CSET Math I	69	69	100%	98%	1	--	--
CSET Math II	25	25	100%	90%	1	--	--
CSET Social Sci I	146	146	100%	100%	0	--	--
CSET Social Sci I	146	146	100%	100%	0	--	--
CSET Social Sci II	146	146	100%	100%	0	--	--
CSET Science I	99	98	99%	100%	0	--	--
CSET Science I	99	99	100%	100%	0	--	--
CSET Sci III Bio/Life	77	77	100%	100%	0	--	--
CSET Sci III Chemistry	8	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	12	12	100%	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**696**	**691**	**99%**	**97%**	**8**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	714	713	100%	100%	9	--	--
Agriculture S* (14)	1	--	--	100%	0	--	--
Business S* (15)	30	29	97%	96%	0	--	--
Health Science S* (16)	200	200	100%	100%	4	--	--
Home Economics S* (17)	9	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	10	10	100%	100%	0	--	--
Physical Education S* (09)	109	107	98%	97%	0	--	--
Phys. Educ. Praxis Test I	111	110	99%	98%	0	--	--
CSET MSE I	740	740	100%	100%	1	--	--
CSET MSE I	740	739	100%	99%	1	--	--
CSET MSE II	740	740	100%	100%	1	--	--
Aggregate	**1815**	**1810**	**100%**	**99%**	**14**	**14**	**100%**
Summary Totals and Pass Rate	**3140**	**3038**	**97%**	**98%**	**31**	**31**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:05**
Institution: **548 - National University**
Number of Program Completers: **2441**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	2441	2439	100%	100%	n/a	--	--
Aggregate	**2441**	**2439**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	1729	1701	98%	99%	n/a	--	--
Aggregate	**1729**	**1701**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	13	13	100%	100%	n/a	--	--
Art Praxis II (0131 + 0132)	13	13	100%	100%	n/a	--	--
English S* (01)	79	78	99%	98%	n/a	--	--
Praxis II English	79	78	99%	99%	n/a	--	--
French S* (11)	4	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	4	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	4	--	--	86%	n/a	--	--
Spanish S* (10)	16	16	100%	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	16	16	100%	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	16	15	94%	92%	n/a	--	--
Math S* (02)	26	26	100%	99%	n/a	--	--
Math Praxis II (0063 + 0064)	26	25	96%	98%	n/a	--	--
Music S* (13)	3	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	3	--	--	100%	n/a	--	--
Biology S* (04 + 05)	32	32	100%	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	32	32	100%	99%	n/a	--	--
Science Praxis Test II	9	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	7	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	7	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	10	10	100%	97%	n/a	--	--
Social Science S* (03)	81	81	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	80	80	100%	98%	n/a	--	--
CSET Social Sci I	2	--	--	100%	n/a	--	--
CSET Social Sci II	2	--	--	100%	n/a	--	--
CSET Social Sci III	2	--	--	100%	n/a	--	--
CSET Science I	2	--	--	80%	n/a	--	--
CSET Science II	2	--	--	80%	n/a	--	--
CSET Sci III Bio/Life	2	--	--	75%	n/a	--	--
Aggregate	**279**	**276**	**99%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	1285	1284	100%	100%	n/a	--	--
Agriculture S* (14)	1	--	--	100%	n/a	--	--
Business S* (15)	22	22	100%	100%	n/a	--	--
Health Science S* (16)	58	58	100%	100%	n/a	--	--
Home Economics S* (17)	7	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	4	--	--	100%	n/a	--	--
Physical Education S* (09)	37	37	100%	100%	n/a	--	--
Phys. Educ. Praxis Test II	37	37	100%	100%	n/a	--	--
CSET MSE I	6	--	--	74%	n/a	--	--
CSET MSE II	5	--	--	53%	n/a	--	--
CSET MSE III	6	--	--	88%	n/a	--	--
Aggregate	**1420**	**1415**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**2441**	**2405**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **National University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **New College of California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

New College of California is dedicated to a vision of social justice and human empowerment. The college has endorsed diversity and multiculturalism from its inception. Its programs emphasize innovative and interactive pedagogy and the vital importance of education to a democratic and just society. Undergraduates are encouraged to put their social principles into practice in their working lives.

Teacher education candidates gain skills and reflective ability to put theory into practice and to link the classroom with the social world while developing a personal teaching style that will 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 2003-2004

1. There are eight distinguishing features of the New College 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.

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 2003-2004

Candidates have an opportunity during Full Time Student Teaching placements to carry out a “Solo Day” a few weeks before taking on complete responsibility for a “Solo Week”.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	24	24	
Single Subject Candidates			
Education Specialist Candidates			
Totals	24	24	

Institution/Program: **New College of California**

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

Number of Supervising Teachers During 2003-2004
(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 2003-2004*

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

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

Institution/Program: **New College of California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:18**
Institution: **552 - New College of California**
Number of Program Completers: **24**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	24	24	100%	100%	0	--	--
Aggregate	**24**	**24**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	24	24	100%	98%	0	--	--
Aggregate	**24**	**24**	**100%**	**98%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**24**	**24**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:07**
Institution: **552 - New College of California**
Number of Program Completers: **24**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	24	24	100%	100%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**99%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**24**	**24**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **New College of California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 seven credential/certificate programs:

Multiple Subjects/CLAD/SB2042
Single Subject/CLAD/SB2042
Education Specialist (Mild-Moderate, Moderate-Severe)
Administrative Services, Tier I
Reading Certificate
Reading Credential

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004

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 2003-2004 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	139	33
Single Subject Candidates	122	62	60
Education Specialist Candidates	37	4	33
Totals	331	205	126

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	91	71	20
Single Subject Candidates	63	32	31
Education Specialist Candidates	16	1	15
Totals	170	104	66

Institution/Program: **Notre Dame de Namur University**

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

Number of Supervising Teachers During 2003-2004
(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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7:1	4:1	:1
Single Subject Programs	5:1	5:1	:1
Education Specialist Programs	1:1	7:1	:1

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

Institution/Program: **Notre Dame de Namur University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:15**
Institution: **518 - Notre Dame de Namur University**
Number of Program Completers: **118**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	94	94	100%	100%	23	23	100%
Aggregate	**94**	**94**	**100%**	**100%**	**23**	**23**	**100%**
Professional Knowledge/Pedagogy							
RICA	59	59	100%	98%	11	11	100%
Aggregate	**59**	**59**	**100%**	**98%**	**11**	**11**	**100%**
Academic Content Areas							
English S* (01)	3	--	--	94%	0	--	--
Praxis II English	3	--	--	100%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	0	--	--	100%	2	--	--
CSET English II	0	--	--	100%	2	--	--
CSET English III	0	--	--	99%	2	--	--
CSET English IV	0	--	--	99%	2	--	--
CSET Math I	2	--	--	98%	1	--	--
CSET Math II	2	--	--	98%	1	--	--
CSET Math III	0	--	--	90%	1	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	2	--	--
CSET Science II	1	--	--	100%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	3	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
Aggregate	**14**	**14**	**100%**	**97%**	**6**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	22	22	100%	100%	3	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	3	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	98%	0	--	--
CSET MSE I	28	28	100%	100%	3	--	--
CSET MSE II	28	28	100%	99%	3	--	--
CSET MSE III	28	28	100%	100%	3	--	--
Aggregate	**54**	**54**	**100%**	**99%**	**6**	**--**	**--**
Summary Totals and Pass Rate	**94**	**94**	**100%**	**98%**	**23**	**23**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:38:26**
Institution: **518 - Notre Dame de Namur University**
Number of Program Completers: **100**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	100	100	100%	100%	n/a	--	--
Aggregate	**100**	**100**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	64	63	98%	99%	n/a	--	--
Aggregate	**64**	**63**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Japanese S* (21)	1	--	--	100%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**7**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	3	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	3	--	--	100%	n/a	--	--
Aggregate	**48**	**48**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**100**	**99**	**99%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Notre Dame de Namur University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	10	6	4
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	10	6	4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	6	4
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	10	6	4

Institution/Program: **Nova Southeastern University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**10**	**2**	**1**
In Academic Positions with Rights and Responsibilities	10	2	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1:1	5:1	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: **Nova Southeastern University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:18**
Institution: **553 - Nova Southeastern University**
Number of Program Completers: **10**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	6	--	--	100%	4	--	--
Aggregate	**6**	**--**	**--**	**100%**	**4**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	6	--	--	98%	4	--	--
Aggregate	**6**	**--**	**--**	**98%**	**4**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
CSET MSE I	0	--	--	100%	1	--	--
CSET MSE II	0	--	--	99%	1	--	--
CSET MSE III	0	--	--	100%	1	--	--
Aggregate	**2**	**--**	**--**	**99%**	**1**	**--**	**--**
Summary Totals and Pass Rate	**6**	**--**	**--**	**98%**	**4**	**--**	**--**

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:07**
Institution: **553 - Nova Southeastern University**
Number of Program Completers: **0**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	n/a	--	--
Aggregate	**0**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**0**	**--**	**--**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Nova Southeastern University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 and a Single Subject Professional Clear Program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	12	12	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	23	23	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	12	0
Single Subject Candidates	9	9	0
Education Specialist Candidates	0		0
Totals	21	21	0

Institution/Program: **Occidental College**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	1		
Single Subject Programs	**1**		
In Academic Positions with Rights and Responsibilities	1		
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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7:1	:1	:1
Single Subject Programs	7:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Occidental College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28:57	28	800
Single Subject Programs	28:57	28	800
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:19**
Institution: **556 - Occidental College**
Number of Program Completers: **22**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	**22**	**22**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	12	12	100%	98%	0	--	--
Aggregate	**12**	**12**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	3	--	--	94%	0	--	--
Praxis II English	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	99%	0	--	--
CSET English IV	2	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**10**	**10**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	99%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
Aggregate	**11**	**11**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**22**	**22**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:10**
Institution: **556 - Occidental College**
Number of Program Completers: **31**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	31	31	100%	100%	n/a	--	--
Aggregate	**31**	**31**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	14	14	100%	99%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	6	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**17**	**16**	**94%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	n/a	--	--
Aggregate	**11**	**11**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**31**	**30**	**97%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Occidental College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Ontario-Montclair School District**

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 Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

"Pre-Service: Intro to the Teaching and Learning Process" consists of 60 hrs coursework and 60 hrs of supervised fieldwork with a goal to provide interns with pedagogical knowledge and skills needed to begin teaching. Coursework is a balance of theory and application. Field experiences is done with effective master teachers, observing and becoming familiar with curriculum, participating in assessing student work and assuming responsibility for as much of the teaching as possible. Master teachers provide feedback and coaching. Upon successful completion of Pre-Service, interns begin the fully accredited two-year teacher credentialing program.

The program consists of 32 semester units of coursework composed of pedagogical knowledge, skills, and strategies necessary to meet the needs of all students. The program is aligned with the California Standards for the Teaching Profession. Interns earn 10 semester units, "Practice in Teaching" activities, applying concepts and skills addressed in the courswork. All instructors possess appropriate qualifications for the courses they teach.

A system of support is provided: master teachers, assessment coaches and instructors.

Institution/Program: **Ontario-Montclair School District**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

Interns are required to complete and pass each of the four Teaching Performance Assessment Tasks. The TPA is utilized by the program as a summative assessment to verify the Interns attainment of each Teaching Performance Expectation.

Additionally, Interns attend an Intern Colloquium at the end of each year in which they showcase their learning in relation to the TPEs/CSTPs through an informal discussion with their colleagues.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
www.omsd.k12.ca.us

Institution/Program: **Ontario-Montclair School District**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 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	0		0
Education Specialist Candidates	0		0
Totals	30		30

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	30		30
Single Subject Candidates	0		0
Education Specialist Candidates	0		0
Totals	30		30

Institution/Program: **Ontario-Montclair School District**

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

Number of Supervising Teachers During 2003-2004
(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			0
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 2003-2004*

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

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

Institution/Program: **Ontario-Montclair School District**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	4	120
Single Subject Programs			
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:25**
Institution: **710 - Ontario/Montclair USD**
Number of Program Completers: **27**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	27	27	100%
Aggregate	**0**	**--**	**--**	**100%**	**27**	**27**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	27	27	100%
Aggregate	**0**	**--**	**--**	**98%**	**27**	**27**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	14	14	100%
CSET MSE I	0	--	--	100%	1	--	--
CSET MSE II	0	--	--	99%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
Aggregate	**0**	**--**	**--**	**99%**	**16**	**15**	**94%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**27**	**26**	**96%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:33**
Institution: **710 - Ontario/Montclair USD**
Number of Program Completers: **20**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	20	20	100%	100%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	20	20	100%	99%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**20**	**20**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Ontario-Montclair School District**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 two-year alternative credentialing programs: Multiple Subject Preliminary and Education Specialist Mild/Moderate. The programs' 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 programs' clientele are mainly from traditionally under-represented groups in the teaching profession, such as Latinos and males.

The intern teachers join a cohort taking coursework together over a two year period. The intern's teaching practice is supervised for three semesters. Weekly consultation occurs with the intern's peer coach at the school site. A professional portfolio addressing the Teacher Performance Expectations is required and interns present their portfolio to an exit panel of educators. The program offers preparation for taking the RICA (Reading Instruction Competence Assessment). Interns are authorized to teach ELL as specified through AB1059.

Consortium school districts accept course credit toward salary increments and invests in the intern teacher by

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

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 2003-2004

A university-based external evaluator continues to conduct a program evaluation 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 weekly 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).

All coursework and practicum have been realigned 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 Consortium District Intern Program has designed a 2 year program that will meet the Standards of Quality and Effectiveness for Education Specialist Credential Programs: Mild to Moderate. For the next phase of program development, the Advisory Consortium is considering the need for Education Specialist Moderate/ Severe and Pre-K teachers.

For Further Information Regarding the Teacher Preparation Program, visit the program website at:
ite.ocde.us/

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	19		19
Single Subject Candidates			
Education Specialist Candidates			
Totals	19		19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	19		19
Single Subject Candidates			
Education Specialist Candidates			
Totals	19		19

Institution/Program: **Orange County Consortium District Intern Program**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Orange County Consortium District Intern Program**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:26**
Institution: **711 - Orange County District Intern Consortium**
Number of Program Completers: **19**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	19	19	100%
Aggregate	**0**	**--**	**--**	**100%**	**19**	**19**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	19	19	100%
Aggregate	**0**	**--**	**--**	**98%**	**19**	**19**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	17	17	100%
Aggregate	**0**	**--**	**--**	**99%**	**17**	**17**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**19**	**19**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:34**
Institution: **711 - Orange County District Intern Consortium**
Number of Program Completers: **16**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	16	16	100%	100%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	n/a	--	--
Aggregate	**16**	**16**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	15	15	100%	100%	n/a	--	--
Aggregate	**15**	**15**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**16**	**16**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Orange County Consortium District Intern Program**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

There are two qualities that contribute to our Teacher Education Program's excellence. One is that we have welcomed two new faculty: Dr. Aki Osheki and Dr. Sara Exposito. Dr. Osheki and Dr. Exposito bring years of experience and are dedicated and energetic. They both carry out the mission of the Teacher Education Program in all they do. The second quality is that the program has moved from paper registration to online registration. Teacher Education students receive immediate confirmation of their class schedule during the advising appointment. At Pacific Oaks College and the Teacher Education Program technology is moving forward with technology!

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	206	206	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	41	41	0
Totals	247	247	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	32	32	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	8	8	0
Totals	40	40	0

Institution/Program: **Pacific Oaks College**

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

Number of Supervising Teachers During 2003-2004
(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	5		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	**0**		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	0		
Education Specialist Programs	**2**		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	1		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	37	15	555
Single Subject Programs	0		0
Education Specialist Programs	37	15	555

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:19**
Institution: **560 - Pacific Oaks College**
Number of Program Completers: **42**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	37	37	100%	100%	5	--	--
Aggregate	**37**	**37**	**100%**	**100%**	**5**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	34	32	94%	98%	5	--	--
Aggregate	**34**	**32**	**94%**	**98%**	**5**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	8	--	--	100%	3	--	--
Health Science S* (16)	7	--	--	100%	0	--	--
CSET MSE I	18	18	100%	100%	2	--	--
CSET MSE II	18	18	100%	99%	2	--	--
CSET MSE III	18	18	100%	100%	2	--	--
Aggregate	**33**	**33**	**100%**	**99%**	**5**	**--**	**--**
Summary Totals and Pass Rate	**37**	**35**	**95%**	**98%**	**5**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:14**
Institution: **560 - Pacific Oaks College**
Number of Program Completers: **36**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	36	36	100%	100%	n/a	--	--
Aggregate	**36**	**36**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	35	35	100%	99%	n/a	--	--
Aggregate	**35**	**35**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
Aggregate	**25**	**24**	**96%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**36**	**35**	**97%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Pacific Oaks College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 15-1.

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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

*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 two 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

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 2003-2004

*Implemented the new SB2042 teacher certification progrsm for multiple and single subject credential candidates.

*Revised evaluation of competency to be based on explicit descriptions of expectations (TPEs) identified in a sequential articulation with consistent feedback from the first short field experience through to full-time student teaching at the end of the preparation program.

*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 fourth cohort of multiple subject candidates, and a third cohort of single subject candidates, enrolled in the Napa Valley Resource Center which provides adults with full-time employment to pursue credentials in an evening program.

*The College co-sponsored the William Glasser Institute seminars and practicums which train educators in building "Quality Schools." In addition, a Cooperative Learning Seminar was presented by David and Roger Johnson.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	71	71	
Single Subject Candidates	32	32	
Education Specialist Candidates	0		
Totals	103	103	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	56	56	
Single Subject Candidates	28	28	
Education Specialist Candidates	0		
Totals	84	84	0

Institution/Program: **Pacific Union College**

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

Number of Supervising Teachers During 2003-2004
(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	2		
In Non-Academic Positions without Rights and Responsibilities	8		
Single Subject Programs	**11**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	6		
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16:1	n/a:1	n/a:1
Single Subject Programs	16:1	n/a:1	n/a:1
Education Specialist Programs	n/a:1	n/a:1	n/a:1

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

Institution/Program: **Pacific Union College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2003-2004

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	n/a

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:19**
Institution: **562 - Pacific Union College**
Number of Program Completers: **31**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	31	31	100%	100%	0	--	--
Aggregate	**31**	**31**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	17	17	100%	98%	0	--	--
Aggregate	**17**	**17**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Science Praxis Test II	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**4**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
CSET MSE I	3	--	--	100%	0	--	--
CSET MSE II	3	--	--	99%	0	--	--
CSET MSE III	3	--	--	100%	0	--	--
Aggregate	**9**	**--**	**--**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**31**	**31**	**100%**	**98%**	**0**	**--**	**--**

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:17**
Institution: **562 - Pacific Union College**
Number of Program Completers: **29**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	29	29	100%	100%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	16	15	94%	99%	n/a	--	--
Aggregate	**16**	**15**	**94%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	n/a	--	--
Aggregate	**7**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**29**	**28**	**97%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **Pacific Union College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	55	44	11
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	55	44	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	15	11
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	26	15	11

Institution/Program: **Patten University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**2**	**2**	**0**
In Academic Positions with Rights and Responsibilities	2	2	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7.5:1	5.5:1	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: **Patten University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:20**
Institution: **564 - Patten University**
Number of Program Completers: **15**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	11	11	100%	100%	4	--	--
Aggregate	**11**	**11**	**100%**	**100%**	**4**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	4	--	--
Aggregate	**11**	**11**	**100%**	**98%**	**4**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	4	--	--
CSET MSE I	3	--	--	100%	0	--	--
CSET MSE II	3	--	--	99%	0	--	--
CSET MSE III	3	--	--	100%	0	--	--
Aggregate	**8**	**--**	**--**	**99%**	**4**	**--**	**--**
Summary Totals and Pass Rate	**11**	**11**	**100%**	**98%**	**4**	**--**	**--**

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:17**
Institution: **564 - Patten College**
Number of Program Completers: **5**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	5	--	--	100%	n/a	--	--
Aggregate	**5**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	5	--	--	99%	n/a	--	--
Aggregate	**5**	**--**	**--**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	n/a	--	--
Aggregate	**4**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**5**	**--**	**--**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Patten University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Pepperdine University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pepperdine has enjoyed a long history of preparing teachers and other educational leaders for California and our nation's schools. The 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 at the Malibu campus. The Graduate School of Education and Psychology offers a graduate program that combines a Master's of Arts in Education with the SB2042 Preliminary Teaching Credential for Multiple or Single Subject instruction with English Language Learner (ELL) authorization. This program is offered at four graduate campuses in Westlake Village, Encino, West Los Angeles, and Irvine. The Seaver College undergraduate teacher education program information website is http://seaver.pepperdine.edu/humanities/academics/teachereducation.htm. The Graduate School of Education and Psychology teacher education program information website is: https://gsep.pepperdine.edu/academics/education/ma-edcred/.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Located in Southern California, Pepperdine's candidates study and teach in one of the most culturally and linguistically diverse locations in the nation. The university specifically supports the reading and language arts program of the community schools by providing supplemental tutoring to English Speaking and English Language Learners through a supervised practicum experience. This unique course feature greatly conributes to the students' success in methods and reading instruction and preparation for the Reading Instruction Competency Assessment, while serving the needs of neighborhood schools.

Pepperdine's teacher education faculty have engaged in certification training for the new Teaching Performance Assessment (TPA). The process of incorporating the new Teaching Performance Expectations (TPE) into the curriculum has provided the opportunity for Pepperdine to more closely align coursework with the students' practicum experience in the public schools. The students continue to be involved in the pilot TPA program.

The Associate Directors of Field Experience at the four graduate campuses continually enrich the experiences of their student teachers by involvement at many levels with their practice schools, thus deepening the ties and partnerships with the K-12 learning communities and Pepperdine.

Pepperdine's student-centered approach to learning provides ample opportunity for faculty to create tight-

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 2003-2004

Pepperdine University launched the SB2042 Cerdential program for Multiple and Single Subject Teaching Credential. Teacher Education faculty have engaged in certification training for Teaching Performance Assessment (TPA) and students participate in the TPA process. All Teacher Education faculty have incorporated into their curriculum the new TPE's, which are the foundation for the new TPA's.

Pepperdine is building an emerging network of Professional Development Schools to better prepare teachers to meet the needs of students in highly diverse schools in the Los Angeles area. Discussions to involve more community stakeholders in Pepperdine's teacher preparation process have yielded strategies such as an expanded advisory board, more diverse student teaching experiences and infusion of social justice curriculum into the program.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	382	382	
Single Subject Candidates	181	181	
Education Specialist Candidates	0	0	
Totals	563	563	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	296	296	
Single Subject Candidates	116	116	
Education Specialist Candidates	0	0	
Totals	412	412	

Institution/Program: **Pepperdine University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**47**		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	42		
Single Subject Programs	**31**		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	29		
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 2003-2004*

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

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

Institution/Program: **Pepperdine University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:20**
Institution: **566 - Pepperdine University**
Number of Program Completers: **310**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	310	310	100%	100%	0	--	--
Aggregate	**310**	**310**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	235	232	99%	98%	0	--	--
Aggregate	**235**	**232**	**99%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	6	--	--	94%	0	--	--
Praxis II English	6	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	2	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	99%	0	--	--
CSET English IV	11	11	100%	99%	0	--	--
CSET Math I	7	--	--	98%	0	--	--
CSET Math II	7	--	--	98%	0	--	--
CSET Math III	4	--	--	90%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
CSET Science I	5	--	--	100%	0	--	--
CSET Science II	5	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
Aggregate	**52**	**52**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	75	75	100%	100%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
CSET MSE I	105	105	100%	100%	0	--	--
CSET MSE II	105	105	100%	99%	0	--	--
CSET MSE III	105	105	100%	100%	0	--	--
Aggregate	**182**	**182**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**310**	**307**	**99%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:35**
Institution: **566 - Pepperdine University**
Number of Program Completers: **258**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	258	258	100%	100%	n/a	--	--
Aggregate	**258**	**258**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	211	211	100%	99%	n/a	--	--
Aggregate	**211**	**211**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	2	--	--	100%	n/a	--	--
English S* (01)	5	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	98%	n/a	--	--
Aggregate	**22**	**22**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	124	124	100%	100%	n/a	--	--
Business S* (15)	2	--	--	100%	n/a	--	--
Health Science S* (16)	2	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**129**	**129**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**258**	**258**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Pepperdine University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

In 2003-2004 California's 2042 standards for the professional preparation of teachers were enacted.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	130	104	26
Single Subject Candidates	100	67	33
Education Specialist Candidates	23	6	17
Totals	253	177	76

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	130	104	26
Single Subject Candidates	100	67	33
Education Specialist Candidates	22	6	16
Totals	252	177	75

Institution/Program: **Point Loma Nazarene University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**12**	**2**	**0**
In Academic Positions with Rights and Responsibilities	5	1	
In Non-Academic Positions without Rights and Responsibilities	7	1	
Single Subject Programs	**11**	**2**	**0**
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	9	1	
Education Specialist Programs	**3**	**2**	**0**
In Academic Positions with Rights and Responsibilities	3	1	
In Non-Academic Positions without Rights and Responsibilities	0	1	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Point Loma Nazarene University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:20**
Institution: **572 - Point Loma Nazarene University**
Number of Program Completers: **253**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	172	172	100%	100%	79	79	100%
Aggregate	**172**	**172**	**100%**	**100%**	**79**	**79**	**100%**
Professional Knowledge/Pedagogy							
RICA	106	101	95%	98%	33	32	97%
Aggregate	**106**	**101**	**95%**	**98%**	**33**	**32**	**97%**
Academic Content Areas							
English S* (01)	1	--	--	94%	2	--	--
Praxis II English	1	--	--	100%	2	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	2	--	--
Math S* (02)	0	--	--	93%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Biology S* (04 + 05)	0	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	3	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	1	--	--
CSET English I	5	--	--	100%	3	--	--
CSET English II	5	--	--	100%	3	--	--
CSET English III	5	--	--	99%	3	--	--
CSET English IV	5	--	--	99%	3	--	--
CSET Math I	6	--	--	98%	3	--	--
CSET Math II	6	--	--	98%	3	--	--
CSET Math III	3	--	--	90%	1	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
CSET Science I	7	--	--	100%	3	--	--
CSET Science II	7	--	--	100%	3	--	--
CSET Sci III Bio/Life	6	--	--	100%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**33**	**32**	**97%**	**97%**	**19**	**19**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	17	17	100%	100%	13	13	100%
Agriculture S* (14)	0	--	--	100%	1	--	--
Business S* (15)	3	--	--	96%	3	--	--
Health Science S* (16)	5	--	--	100%	5	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	66	66	100%	100%	14	14	100%
CSET MSE II	66	66	100%	99%	13	13	100%
CSET MSE III	66	66	100%	100%	13	13	100%
Aggregate	**92**	**92**	**100%**	**99%**	**36**	**36**	**100%**
Summary Totals and Pass Rate	**174**	**168**	**97%**	**98%**	**79**	**78**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:41**
Institution: **572 - Point Loma Nazarene University**
Number of Program Completers: **107**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	107	107	100%	100%	n/a	--	--
Aggregate	**107**	**107**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	69	68	99%	99%	n/a	--	--
Aggregate	**69**	**68**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	8	--	--	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	3	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	3	--	--	99%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**15**	**15**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	32	32	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**35**	**35**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**107**	**106**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Point Loma Nazarene University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project IMPACT is a district intern program sponsored by San Joaquin County Office of Education in partnership with over 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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

1. Support: Candidates are provided with multiple layers of support. These include the assignment of an on-site peer coach, a practicum supervisor from the program, and currently practicing faculty members. Candidates are also placed in cohort groups providing an additional support structure.

Cohort groups provide the final structure for support and potentially the most important. Students attend all courses together and provide the support to each other needed to succeed in such an intensive program. There is a strong link between teaching efficacy and cohort support. We feel that the cohort structure in place in Project IMPACT is a key ingredient to candidate success. Intern survey data aligns with this.

2. There is a committment on the part of all partners to assist in the growth and development of interns. All parties work together to provide candidates with opportunities to learn.

3. Instruction. Courses are predominately taught by K-12 teachers. This provides candidates with access to expert teachers who apply theory everyday. Five faculty members are current or former Teachers of the Year and all have at least Masters degrees. The faculty is representative of the diverse ethnicities and cultures found in our community. IMPACT interns also receive more coursework than in traditional programs. They attend over 300 hours of coursework concurrent with their classroom assignment.

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	104		104
Single Subject Candidates	92		92
Education Specialist Candidates	92		92
Totals	288		288

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	104		104
Single Subject Candidates	92		92
Education Specialist Candidates	92		92
Totals	288		288

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**12**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			12
Single Subject Programs			**10**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			10
Education Specialist Programs			**10**
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			10

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Project IMPACT - San Joaquin County Office of Education-Teacher**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:25**
Institution: **702 - IMPACT**
Number of Program Completers: **115**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	115	115	100%
Aggregate	**0**	**--**	**--**	**100%**	**115**	**115**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	74	74	100%
Aggregate	**0**	**--**	**--**	**98%**	**74**	**74**	**100%**
Academic Content Areas							
English S* (01)	0	--	--	94%	8	--	--
Praxis II English	0	--	--	100%	8	--	--
Math S* (02)	0	--	--	93%	5	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	92%	4	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	4	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	1	--	--
Aggregate	**0**	**--**	**--**	**97%**	**19**	**19**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	54	54	100%
Health Science S* (16)	0	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	100%	1	--	--
Aggregate	**0**	**--**	**--**	**99%**	**57**	**57**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**115**	**115**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:00**
Institution: **702 - San Joaquin County Office of Education**
Number of Program Completers: **59**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	59	59	100%	100%	n/a	--	--
Aggregate	**59**	**59**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	59	59	100%	99%	n/a	--	--
Aggregate	**59**	**59**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	47	47	100%	100%	n/a	--	--
Aggregate	**47**	**47**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**59**	**59**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program:	**Project IMPACT - San Joaquin County Office of Education-Teacher**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

The Program does constant research to determine the most effective and promising practices for delivery of instruction to students in hard-to-staff schools. Attention to these important strategies makes it uniquely effective at training teachers to work in schools whose students live in areas of high poverty.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Project Pipeline is a two-year single subject or three-year Mild/Moderate Education Specialist Levels I and II teacher credentialing program that allows the participant to teach full-time at one of 56 participating school districts in Sacramento, Alameda or Contra Costa counties. The program has a focused recruitment campaign that aggressively recruits candidates who are proficient in mathematics, science, English and Special Education as well as candidates from under-represented ethnic minority groups. A cohort of interns take their courses evenings and weekends and are taught by well-regarded professors/practitioners active in education. Interns teach with the assistance and guidance of qualified mentor teachers and supervisors who are veterans in the teaching field. Upon completion of the credentialing requirements of the program, an intern earns either a Single Subject California Preliminary Credential or Professional Clear Credential for Special Education (awarded by the California Commission on Teacher Credentialing). Program qualities are: 1) Ninety-five percent of the participants remain in the classroom after five years, mostly in the urban city schools to which they were originally assigned; 2) There is 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 their entire program. They work in teams and gain guidance from each other; 5) Mentoring is actively practiced through all the levels of Project Pipeline; 6)The staff has strong people skills and are encouraged to bring out the best attitudes from the interns.

Institution/Program: **Project Pipeline**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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. In addition, 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 was the Special Education Mild/Moderate Levels I and II District Intern program. Year 2003-2004 marked the beginning of the Special Education program with the first cohort located in Mt. Diablo USD. Project Pipeline has expanded the Special Education program by starting programs in Fremont USD and Sacramento County in 2004.

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 2003-2004 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	142	0	142
Education Specialist Candidates	25	0	25
Totals	210	0	210

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	0	43
Single Subject Candidates	142	0	142
Education Specialist Candidates	25	0	25
Totals	210	0	210

Institution/Program: **Project Pipeline**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**0**	**0**	**6**
In Academic Positions with Rights and Responsibilities	0	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	4
Single Subject Programs	**0**	**0**	**20**
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	16
Education Specialist Programs	**0**	**0**	**4**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	4

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0:1	0:1	14:1
Single Subject Programs	0:1	0:1	14:1
Education Specialist Programs	0:1	0:1	13:1

* *California teacher preparation programs do not typically have 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 2003-2004

	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 2003-2004

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:24**
Institution: **700 - Project Pipeline**
Number of Program Completers: **56**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	56	56	100%
Aggregate	**0**	**--**	**--**	**100%**	**56**	**56**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	22	22	100%
Aggregate	**0**	**--**	**--**	**98%**	**22**	**22**	**100%**
Academic Content Areas							
English S* (01)	0	--	--	94%	5	--	--
Praxis II English	0	--	--	100%	5	--	--
Math S* (02)	0	--	--	93%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	92%	5	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	5	--	--
Chemistry S* (04 + 06)	0	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	2	--	--
Aggregate	**0**	**--**	**--**	**97%**	**18**	**18**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	13	13	100%
Physical Education S* (09)	0	--	--	97%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Aggregate	**0**	**--**	**--**	**99%**	**14**	**14**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**56**	**56**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:55**
Institution: **700 - Project Pipeline**
Number of Program Completers: **52**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	52	52	100%	100%	n/a	--	--
Aggregate	**52**	**52**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	33	33	100%	99%	n/a	--	--
Aggregate	**33**	**33**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	98%	n/a	--	--
Praxis II English	4	--	--	99%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Social Science S* (03)	1	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**9**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	22	22	100%	100%	n/a	--	--
Business S* (15)	1	--	--	100%	n/a	--	--
Aggregate	**23**	**23**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**52**	**52**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Institution/Program: **Project Pipeline**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	203	203	0
Single Subject Candidates	135	135	0
Education Specialist Candidates	60	60	
Totals	398	398	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	115	115	0
Single Subject Candidates	85	85	0
Education Specialist Candidates	24	24	0
Totals	224	224	0

Institution/Program: **Saint Mary's College of California**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**35**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	31	0	0
Single Subject Programs	**22**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	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	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	26	17	364
Single Subject Programs	15	17	255
Education Specialist Programs	15	20	300

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:20**
Institution: **574 - Saint Mary's College of California**
Number of Program Completers: **186**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	186	186	100%	100%	0	--	--
Aggregate	**186**	**186**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	112	109	97%	98%	0	--	--
Aggregate	**112**	**109**	**97%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	95%	0	--	--
English S* (01)	5	--	--	94%	0	--	--
Praxis II English	5	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	2	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	7	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	99%	0	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	99%	0	--	--
CSET English IV	7	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Social Sci I	16	16	100%	100%	0	--	--
CSET Social Sci II	16	16	100%	100%	0	--	--
CSET Social Sci III	16	16	100%	100%	0	--	--
CSET Science I	6	--	--	100%	0	--	--
CSET Science II	6	--	--	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**50**	**50**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	35	35	100%	100%	0	--	--
Business S* (15)	3	--	--	96%	0	--	--
Health Science S* (16)	5	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	8	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	7	--	--	98%	0	--	--
CSET MSE I	47	47	100%	100%	0	--	--
CSET MSE II	47	47	100%	99%	0	--	--
CSET MSE III	47	47	100%	100%	0	--	--
Aggregate	**99**	**99**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**186**	**183**	**98%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:49**
Institution: **574 - Saint Mary's College of California**
Number of Program Completers: **117**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	117	117	100%	100%	n/a	--	--
Aggregate	**117**	**117**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	87	87	100%	99%	n/a	--	--
Aggregate	**87**	**87**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	8	--	--	98%	n/a	--	--
Praxis II English	8	--	--	99%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Social Science S* (03)	8	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	98%	n/a	--	--
Aggregate	**20**	**20**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	53	53	100%	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
Aggregate	**54**	**54**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**117**	**117**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Saint Mary's College of California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 and Secondary Teaching Fellows (Intern) Programs consist of, for Elementary, an alternative certification program for the training of elementary bilingual English-Spanish speaking teachers. Bilingual candidates who are selected for the Elementary Teaching Fellows 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.

The Secondary Teaching Fellows (Intern) Program is an alternative certification program for the training of math science, English, and music teachers. Secondary candidates who are selected have the same opportunity to earn full-time salaries and benefits while pursuing a district sponsored, two-year professional development plan. Upon completion of the plan, the district recommends the intern graduates for a California Single Subject credential in one of the four areas listed above.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Elementary and Secondary Teaching Fellows (Intern) Programs provide support for interns in the following ways:

1. The elementary 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 secondary candidates participate in a 150 hour presrvice component. The cooperating teacher observes lessons and provides immediate feedback for the interns.
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 2003-2004

Participation in the Performance Assessment for California Teachers (PACT) pilot program of both formative and summative assessment.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	18		18
Single Subject Candidates	6		6
Education Specialist Candidates			
Totals	24		24

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	18		18
Single Subject Candidates	6		6
Education Specialist Candidates			
Totals	24		24

Institution/Program: **San Diego City USD**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs			**8**
In Academic Positions with Rights and Responsibilities			8
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs			**7**
In Academic Positions with Rights and Responsibilities			7
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 2003-2004*

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

* *California teacher preparation programs do not typically have 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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:26**
Institution: **712 - San Diego City USD**
Number of Program Completers: **18**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	0	--	--	100%	18	18	100%
Aggregate	**0**	**--**	**--**	**100%**	**18**	**18**	**100%**
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	18	18	100%
Aggregate	**0**	**--**	**--**	**98%**	**18**	**18**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	14	14	100%
Aggregate	**0**	**--**	**--**	**99%**	**14**	**14**	**100%**
Summary Totals and Pass Rate	**0**	**--**	**--**	**98%**	**18**	**18**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:44:37**
Institution: **712 - San Diego City USD**
Number of Program Completers: **36**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	36	36	100%	100%	n/a	--	--
Aggregate	**36**	**36**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	36	36	100%	99%	n/a	--	--
Aggregate	**36**	**36**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**36**	**36**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **San Diego City USD**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 (60.2%) in San Diego County schools; nearly 42% 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 87% of the English learners. Approximately 11-12% of students are identified as needing special education services. In the Imperial Valley, 89.2% of the P-12 student population are students of color with the majority (84.5%) identifying as Hispanic. Some 46.5% are English learners, 67.4% qualify for free or reduced lunch, and 8.7% receive special education services. Within this context, the teacher preparation programs are committed to a conceptual framework that focuses on (a) research-supported practice to promote learning in culturally, linguistically, and economically diverse schools and (b) documentation of graduates' competence and performance in the field.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The development and implementation of partnerships with the P-12 field of practice is a major goal reflected in SDSU's teacher preparation programs, contributing to their excellence and effectiveness. General and bilingual credential programs implement a cohort model, often in field-based settings in which university and P-12 educators collaborate to provide teacher preparation, including the training of Cooperating Teachers and in some cases hiring school-site personnel as university student teaching supervisors. Due to county-wide demand for special education personnel, special education programs collaborate with multiple districts in Imperial and San Diego counties, including internship programs to help address shortages of personnel trained to provide services to those with disabilities. All programs require a minimum of two semesters of field experience in culturally, linguistically, and economically diverse schools. The City Heights Collaborative exemplifies a comprehensive, strategic partnership among the university, school district, and community to improve achievement in a low-income, ethnically and linguistically diverse urban neighborhood. SDSU manages the Collaborative's elementary, middle, and high schools 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 educators through course 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 2003-2004

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 portion of the teacher credential program is growing and serves students who commit to teaching careers as freshmen. A fully integrated undergraduate/credential program is under development to be implemented in 2005-2006. 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. Faculty are exploring and applying strategies for enhancing teaching and learning using a variety of technologies. In addition, credential program faculty are engaged in an ongoing effort to better assess student performance and learning outcomes.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	587	549	38
Single Subject Candidates	315	290	25
Education Specialist Candidates	193	121	72
Totals	1,095	960	135

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	431	407	24
Single Subject Candidates	236	220	16
Education Specialist Candidates	98	55	43
Totals	765	682	83

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

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**76**	**24**	
In Academic Positions with Rights and Responsibilities	3	4	
In Non-Academic Positions without Rights and Responsibilities	73	20	
Single Subject Programs	**40**	**16**	
In Academic Positions with Rights and Responsibilities	6	2	
In Non-Academic Positions without Rights and Responsibilities	34	14	
Education Specialist Programs	**12**	**8**	
In Academic Positions with Rights and Responsibilities	2	1	
In Non-Academic Positions without Rights and Responsibilities	10	7	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:08**
Institution: **334 - San Diego State University**
Number of Program Completers: **650**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	616	616	100%	100%	33	33	100%
Aggregate	**616**	**616**	**100%**	**100%**	**33**	**33**	**100%**
Professional Knowledge/Pedagogy							
RICA	409	408	100%	98%	28	28	100%
Aggregate	**409**	**408**	**100%**	**98%**	**28**	**28**	**100%**
Academic Content Areas							
Art S* (12)	4	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	4	--	--	95%	0	--	--
English S* (01)	16	16	100%	94%	0	--	--
Praxis II English	15	15	100%	100%	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)	2	--	--	100%	0	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	91%	0	--	--
Math S* (02)	5	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	0	--	--
Music S* (13)	2	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	94%	0	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	4	--	--	100%	0	--	--
Science Praxis Test I	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	15	15	100%	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	15	14	93%	99%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	17	17	100%	100%	0	--	--
CSET Social Sci II	17	17	100%	100%	0	--	--
CSET Social Sci III	17	17	100%	100%	0	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**84**	**83**	**99%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	92	91	99%	100%	13	13	100%
Business S* (15)	2	--	--	96%	0	--	--
Health Science S* (16)	3	--	--	100%	1	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Phys. Educ. Praxis Test I	2	--	--	98%	0	--	--
CSET MSE I	79	79	100%	100%	3	--	--
CSET MSE II	79	78	99%	99%	2	--	--
CSET MSE III	79	78	99%	100%	3	--	--
Aggregate	**178**	**175**	**98%**	**99%**	**17**	**17**	**100%**
Summary Totals and Pass Rate	**616**	**611**	**99%**	**98%**	**33**	**33**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:33:34**
Institution: **334 - San Diego State University**
Number of Program Completers: **707**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	707	707	100%	100%	n/a	--	--
Aggregate	**707**	**707**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	513	511	100%	99%	n/a	--	--
Aggregate	**513**	**511**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	2	--	--	100%	n/a	--	--
English S* (01)	10	10	100%	98%	n/a	--	--
Praxis II English	10	10	100%	99%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Biology S* (04 + 05)	5	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	5	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	20	20	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	20	20	100%	98%	n/a	--	--
Aggregate	**44**	**44**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	205	205	100%	100%	n/a	--	--
Physical Education S* (09)	2	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**208**	**208**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**707**	**705**	**100%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 urban, suburban and rural school 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 public school settings, attention is also given to training teachers to work in private school settings as well. Particular focus is placed on helping students understand how language and culture, shape our thinking, learning and action within the classroom, as well as within society.

The College of Education is committed to collaborating with local school districts and university programs to ensure that students learn how to bridge their liberal studies and subject matter content areas with pedagogy, research 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 the lives of the children and communities with whom they will be teaching or serving. Moreover, the College continues to work with public and private schools to develop programs that serve the specific needs of teachers currently working within these settings. The College of Education faculty and staff serve on local school district committees in order to gain a greater appreciation of the needs of the schools and communities in which the university serves

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The SFSU College of Education (COE) collaborates with local school districts and academic units to provide quality teacher preparation. This includes providing services and curriculum aimed at helping the candidates enter and successfully complete their teaching credentials.

The COE provides information to potential teacher education candidates through the Teacher Preparation, Credential Services and Data Management Office. The Center staff recruits students from high schools, undergraduate degree programs, 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 Management Office assist teacher candidates enter into and matriculate through credentialing programs. This office can follow a student's progression from admissions through program completion. Staff assist teacher candidates complete their applications for certification in the appropriate credential area.

The Multiple and Single Subjects, and the Educational Specialist Credential faculty and administration have developed curriculum strategies and are implementing California legislated mandates for teacher preparation. Candidates are routinely assessed to determine if they have the skilsl and strategies needed to teach within diverse school settings.

In addition to the traditional matriculation routes offered to candidates, the College of Education faculty in Elementary, Secondary Education and Special Education have developed with local districts an internship program that provides students with an opportunity to enter into the teaching profession more quickly.

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 2003-2004

Over the course of the last five years the College of Education has been collecting and analyzing data on the quality of education and training provided in all it's programs. Most recently, the elementary and secondary education faculty members have been developing and implementing an assessment system for its teacher candidates, using the teaching performance expectations. Teaching performance expectations (TPE's) are infused into and across the curriculum. The teacher candidate is observed and assessed on how well they incorporate these TPE's into their curriculum plans and activities within a given school setting.

In addition to this the College of Education continues to survey the most recent graduates and credential students. Survey data is used by elementary, secondary and special education programs to determine what if any program changes are needed. Faculty in Elementary, Secondary and Educational Specialist programs continue to review and develop alternative models for supervision. They are currently working with school district personnel on ways to provide supervision for students, as well as provide support to those providing supervision to teacher candidates.

In addition to College sponsored initiatives, the College participates in the California State University Chancellor's office Teacher Effectiveness survey. For the last three years the CSU has collected data from former teacher candidates, now teachers and their current employers about how well they have been trained to teach in their current school settings. This data is being used to assist programs assess and evaluate the need for program changes, if needed.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	827	750	77
Single Subject Candidates	581	509	72
Education Specialist Candidates	496	355	141
Totals	1,904	1,614	290

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	501	443	58
Single Subject Candidates	367	325	42
Education Specialist Candidates	230	89	141
Totals	1,098	857	241

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

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**58**	**1**	**0**
In Academic Positions with Rights and Responsibilities	14	1	0
In Non-Academic Positions without Rights and Responsibilities	44	0	0
Single Subject Programs	**17**	**1**	**0**
In Academic Positions with Rights and Responsibilities	9	1	0
In Non-Academic Positions without Rights and Responsibilities	8	0	0
Education Specialist Programs	**40**	**1**	**0**
In Academic Positions with Rights and Responsibilities	13	1	0
In Non-Academic Positions without Rights and Responsibilities	27	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9:1	20:1	0:1
Single Subject Programs	9:1	20:1	0:1
Education Specialist Programs	9:1	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:09**
Institution: **338 - San Francisco State University**
Number of Program Completers: **984**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	835	834	100%	100%	148	148	100%
Aggregate	**835**	**834**	**100%**	**100%**	**148**	**148**	**100%**
Professional Knowledge/Pedagogy							
RICA	478	466	97%	98%	96	94	98%
Aggregate	**478**	**466**	**97%**	**98%**	**96**	**94**	**98%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	1	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	1	--	--
English S* (01)	11	11	100%	94%	1	--	--
Praxis II English	11	11	100%	100%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
Japanese S* (21)	2	--	--	100%	1	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	91%	0	--	--
Math S* (02)	6	--	--	93%	2	--	--
Math Praxis II (0063 + 0064)	4	--	--	100%	2	--	--
Music S* (13)	5	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	5	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	7	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	99%	1	--	--
CSET English I	34	34	100%	100%	4	--	--
CSET English II	34	33	97%	100%	4	--	--
CSET English III	34	32	94%	99%	4	--	--
CSET English IV	34	32	94%	99%	4	--	--
CSET Math I	27	25	93%	98%	4	--	--
CSET Math II	27	24	89%	98%	4	--	--
CSET Math III	20	16	80%	90%	4	--	--
CSET Social Sci I	40	40	100%	100%	0	--	--
CSET Social Sci II	40	40	100%	100%	0	--	--
CSET Social Sci III	39	39	100%	100%	0	--	--
CSET Science I	16	16	100%	100%	7	--	--
CSET Science II	16	16	100%	100%	7	--	--
CSET Sci III Bio/Life	7	--	--	100%	5	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	6	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
Aggregate	**159**	**147**	**92%**	**97%**	**21**	**19**	**90%**
Other Content Areas							
MSAT (0140 + 0151)	180	179	99%	100%	41	41	100%
Business S* (15)	2	--	--	96%	2	--	--
Health Science S* (16)	35	35	100%	100%	20	20	100%
Industrial + Tech Ed. S* (18)	2	--	--	100%	0	--	--
Physical Education S* (09)	5	--	--	97%	3	--	--
Phys. Educ. Praxis Test II	5	--	--	98%	3	--	--
CSET MSE I	192	191	99%	100%	21	21	100%
CSET MSE II	191	188	98%	99%	21	21	100%
CSET MSE III	192	191	99%	100%	21	21	100%
Aggregate	**416**	**409**	**98%**	**99%**	**87**	**87**	**100%**
Summary Totals and Pass Rate	**835**	**803**	**96%**	**98%**	**148**	**144**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:34:10**
Institution: **338 - San Francisco State University**
Number of Program Completers: **579**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	579	577	100%	100%	n/a	--	--
Aggregate	**579**	**577**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	401	394	98%	99%	n/a	--	--
Aggregate	**401**	**394**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	24	24	100%	98%	n/a	--	--
Praxis II English	23	23	100%	99%	n/a	--	--
French S* (11)	2	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	2	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	2	--	--	86%	n/a	--	--
Japanese S* (21)	5	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	8	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	7	--	--	98%	n/a	--	--
Biology S* (04 + 05)	3	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	3	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	18	17	94%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	19	17	89%	98%	n/a	--	--
CSET Math I	3	--	--	29%	n/a	--	--
CSET Math II	2	--	--	50%	n/a	--	--
CSET Math III	1	--	--	33%	n/a	--	--
CSET Social Sci I	1	--	--	100%	n/a	--	--
CSET Social Sci II	1	--	--	100%	n/a	--	--
CSET Social Sci III	1	--	--	100%	n/a	--	--
Aggregate	**70**	**62**	**89%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	281	278	99%	100%	n/a	--	--
Business S* (15)	4	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	n/a	--	--
CSET MSE I	5	--	--	74%	n/a	--	--
CSET MSE II	5	--	--	53%	n/a	--	--
CSET MSE III	5	--	--	88%	n/a	--	--
Aggregate	**291**	**286**	**98%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**579**	**559**	**97%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,414	1,269	145
Single Subject Candidates	535	495	40
Education Specialist Candidates	711	656	55
Totals	2,660	2,420	240

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	398	253	145
Single Subject Candidates	326	286	40
Education Specialist Candidates	134	84	50
Totals	858	623	235

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

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**24**	**9**	**1**
In Academic Positions with Rights and Responsibilities	24	9	1
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**52**	**14**	
In Academic Positions with Rights and Responsibilities	22	7	
In Non-Academic Positions without Rights and Responsibilities	30	7	
Education Specialist Programs	**12**	**2**	
In Academic Positions with Rights and Responsibilities	12	2	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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	:1
Education Specialist Programs	6:1	15:1	:1

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

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	10	23	230
Education Specialist Programs	20	15	300

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:09**
Institution: **340 - San Jose State University**
Number of Program Completers: **626**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	540	540	100%	100%	85	85	100%
Aggregate	**540**	**540**	**100%**	**100%**	**85**	**85**	**100%**
Professional Knowledge/Pedagogy							
RICA	352	345	98%	98%	58	57	98%
Aggregate	**352**	**345**	**98%**	**98%**	**58**	**57**	**98%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	4	--	--	94%	1	--	--
Praxis II English	4	--	--	100%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	1	--	--
Math S* (02)	5	--	--	93%	2	--	--
Math Praxis II (0063 + 0064)	5	--	--	100%	2	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	1	--	--
Physics S* (04 + 08)	1	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	1	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	99%	0	--	--
CSET English IV	4	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Science I	9	--	--	100%	1	--	--
CSET Science II	9	--	--	100%	1	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**41**	**41**	**100%**	**97%**	**7**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	147	147	100%	100%	10	10	100%
Business S* (15)	2	--	--	96%	2	--	--
Health Science S* (16)	6	--	--	100%	3	--	--
CSET MSE I	90	90	100%	100%	29	29	100%
CSET MSE II	90	90	100%	99%	29	29	100%
CSET MSE III	90	90	100%	100%	29	29	100%
Aggregate	**245**	**245**	**100%**	**99%**	**44**	**44**	**100%**
Summary Totals and Pass Rate	**540**	**533**	**99%**	**98%**	**85**	**84**	**99%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:34:34**
Institution: **340 - San Jose State University**
Number of Program Completers: **395**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	395	395	100%	100%	n/a	--	--
Aggregate	**395**	**395**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	286	284	99%	99%	n/a	--	--
Aggregate	**286**	**284**	**99%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	5	--	--	98%	n/a	--	--
Praxis II English	5	--	--	99%	n/a	--	--
German S* (20)	1	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	3	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	3	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Biology S* (04 + 05)	7	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	6	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	2	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	n/a	--	--
Physics S* (04 + 08)	2	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	2	--	--	100%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
Aggregate	**30**	**30**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	153	153	100%	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	1	--	--	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
CSET MSE III	1	--	--	88%	n/a	--	--
Aggregate	**156**	**156**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**395**	**393**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Santa Clara University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Clara University is a Jesuit institution that makes student learning its central focus. Student learning takes place in an environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more human and just world.

The aim of the Teacher Education Program at Santa Clara University is to prepare highly competent educators who understand issues in education and are motivated by their conscience and compassion to make sure that all individuals—regardless of culture, ethnicity, socioeconomic status, gender, or ability—receive a quality education that provides the foundation for a satisfying and productive life. The department plays an important role in advancing the mission of the University and takes seriously the Jesuit commitment to excellence, a reality base, and critical reflection leading to action and social justice.

The Department of Education prepares individuals for careers in both public and private education. The department offers teacher credential programs for single-subject and multiple-subject teaching under the 2042 teacher program standards, mild/moderate specialists, early childhood special educators, and administrative services.

The department seeks to attract students that represent a wide range of ethnic and social diversity. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Integration of theory and practice, with a heavy emphasis on field applications, contributes to program excellence and effectiveness. Students have field experience assignments during each phase of their preparation. Students in the regular Pre-service program are assigned to a school for the entire program. This allows for an immediate application of the concepts presented in classes and the issues brought back from the classroom enrich on-campus discussion. Intern students have responsibility for a classroom and are, therefore, eager to learn those concepts and principles that will enhance their success. They are able to obtain this information through constant interaction with university and district supervisors and in regular classroom session that focus on the challenges of teaching in the contemporary world.

All students take courses focusing on cross-cultural communication, social and philosophical dimensions of working with diverse populations, teaching linguistically diverse students, and first and second language acquisition. In addition, students are involved in a service learning project which requires implementation of a literacy project at sites such as community centers and juvenile facilities. The goal of this assignment is to provide an experience working with under-served populations. It has the additional benefit of helping students understand that everyone can learn. The major emphasis throughout these courses is on professional inquiry and on the development of reflective teachers.

Institution/Program: **Santa Clara University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

Just as Santa Clara University was an "Early Adopter" of program standards set forth by SB 2042, the Department of Education received approval their 2042 Professional Clear program options. The first class for this particular program was offered during the winter 2004 quarter of the 2004-2005 academic year.

In addition, the Department of Education continues to attract more educators from local Dioceses who wish to become fully credentialed teachers and are taking part in our three (3) and six (6) year private school program option.

Since 2002 the Department of Education has embarked on a significant transformation in the availability and use of technology resources for its teacher preparation programs. Initiatives undertaken include: Acquisition of a 16-laptop mobile cart equipped with a wireless access point and laser printer, which allows Education faculty to turn any classroom into a "smart" classroom. Thanks to two separate grants from the Fletcher Jones Foundation, a new Electronic Portfolio Laboratory has been created. Eleven high-end dual-processor computers, 5 scanners, 5 digital cameras, 5 digital video cameras, a software library with almost 100 titles, and two servers with 3.5TB of storage are among the resources available to students. A part-time technical support person dedicated to the maintenance of the above resources and to provide training and support to faculty and students was hired with grant funds. The Department of Education is engaged in a process to establish an electronic portfolio system for its teacher preparation program. In anticipation, the technical infrastructure has been created and the procedures and assessment strategies are being discussed by the

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 2003-2004 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	32	13
Single Subject Candidates	22	17	5
Education Specialist Candidates	31	24	7
Totals	98	73	25

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	45	32	13
Single Subject Candidates	22	17	5
Education Specialist Candidates	31	24	7
Totals	98	73	25

Institution/Program: **Santa Clara University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**5**	**0**
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	0	3	0
Single Subject Programs	**9**	**5**	**0**
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	4	3	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 2003-2004*

	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	17	36	600
Single Subject Programs	17	36	600
Education Specialist Programs	30	11	330

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:21**
Institution: **576 - Santa Clara University**
Number of Program Completers: **70**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	43	43	100%	100%	27	27	100%
Aggregate	**43**	**43**	**100%**	**100%**	**27**	**27**	**100%**
Professional Knowledge/Pedagogy							
RICA	29	29	100%	98%	21	21	100%
Aggregate	**29**	**29**	**100%**	**98%**	**21**	**21**	**100%**
Academic Content Areas							
Math S* (02)	1	--	--	93%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	1	--	--
CSET English I	2	--	--	100%	1	--	--
CSET English II	2	--	--	100%	1	--	--
CSET English III	2	--	--	99%	1	--	--
CSET English IV	2	--	--	99%	1	--	--
CSET Math I	1	--	--	98%	1	--	--
CSET Math II	1	--	--	98%	1	--	--
CSET Math III	1	--	--	90%	1	--	--
CSET Social Sci I	2	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**8**	**--**	**--**	**97%**	**6**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	3	--	--	100%	8	--	--
Business S* (15)	0	--	--	96%	1	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
CSET MSE I	23	23	100%	100%	10	10	100%
CSET MSE II	23	23	100%	99%	10	10	100%
CSET MSE III	23	23	100%	100%	10	10	100%
Aggregate	**26**	**26**	**100%**	**99%**	**20**	**20**	**100%**
Summary Totals and Pass Rate	**43**	**43**	**100%**	**98%**	**27**	**27**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:52**
Institution: **576 - Santa Clara University**
Number of Program Completers: **41**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	41	41	100%	100%	n/a	--	--
Aggregate	**41**	**41**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	n/a	--	--
Aggregate	**7**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**41**	**41**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Santa Clara University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Simpson University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Mission and Context: Simpson University is California's northernmost four year, comprehensive Christian university, located in Redding, California. Founded in 1921, Simpson University is WASC accredited offering bachelor and master degrees, and teaching and administrative services credentials. The Education Division is committed to the mission of Simpson University and believes that the educational programs should equip men and women to extend the church's mission in elementary and secondary education both in the United States and worldwide. ¶The multiple and single subject credentialing programs and master's degrees are 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. ¶Accredited by the California Commission on Teacher Credentialing, our 5th year teacher credentialing program is typically completed within twelve months. Candidates may pursue a Master of Arts in Education in concert with the preliminary credential with 17 additional units. Candidates may begin in both fall and spring semesters. Undergraduate candidates may complete their preliminary credential in 4.5 years in subject matter competency programs in music, math, English, and social sciences. Simpson University also administers a $1.97M federal grant to provide support for English language learners.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Program Qualities

It's personal, it's character education, and it's rich field experiences. Small class sizes and personal attention are the hallmarks of the Simpson University experience. Candidates are well served by fulltime professors and exemplary practicing educator adjuncts. Simpson University 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 University 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

Institution/Program: **Simpson University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

All SB2042 candidates must pass the Teacher Performance Assessment to be eligible for recommendation for a credential.

Simpson University is a designated institution for placement of student teachers in Department of Defense Schools. Multiple Subject student teachers may be placed in overseas placements for half of their student teaching.

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

Institution/Program: **Simpson University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 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	22	22	0
Education Specialist Candidates	0	0	0
Totals	90	90	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	66	66	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	88	88	0

Institution/Program: **Simpson University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**32**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	27	0	0
Single Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Education Specialist Programs	**0**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12:1	0:1	0:1
Single Subject Programs	12:1	0:1	0:1
Education Specialist Programs	0:1	0:1	0:1

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

Institution/Program: **Simpson University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	18	360
Single Subject Programs	40	18	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:21**
Institution: **578 - Simpson University**
Number of Program Completers: **99**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	99	99	100%	100%	0	--	--
Aggregate	**99**	**99**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	71	69	97%	98%	0	--	--
Aggregate	**71**	**69**	**97%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Science Praxis Test II	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**13**	**13**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	59	59	100%	100%	0	--	--
CSET MSE II	59	59	100%	99%	0	--	--
CSET MSE III	59	59	100%	100%	0	--	--
Aggregate	**71**	**71**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**99**	**97**	**98%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:56**
Institution: **578 - Simpson College**
Number of Program Completers: **53**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	53	53	100%	100%	n/a	--	--
Aggregate	**53**	**53**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	41	41	100%	99%	n/a	--	--
Aggregate	**41**	**41**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	98%	n/a	--	--
Aggregate	**4**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	29	29	100%	100%	n/a	--	--
Business S* (15)	2	--	--	100%	n/a	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	1	--	--	100%	n/a	--	--
Aggregate	**32**	**32**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**53**	**52**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Simpson University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 7950 students including 707 credential and graduate students in the School of Education. The liberal arts provide a foundation for the preparation of future educators who are well grounded in their disciplinary content and pedagogical knowledge, and who continuously use inquiry and reflection to improve their practice. There are currently 26 full-time faculty in the School of Education.

SSU recommended 753 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 72% 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 programs that allow a student to complete courses and field experiences in General Education, their major, and a basic teaching credential in four years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 100 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,

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 2003-2004

1. The School of Education completed all approval requirements, including WASC, for its new joint Ed.D. (with CSU Sacramento and UC Davis) in Educational Leadership. All program elements are in place, and the program is currently reviewing applications for the cohort that will begin the program in August, 2005.

2. The School is searching for five new faculty members—two in special education, one in multicultural foundations, one in elementary reading/language, and one in secondary literacy/second language learning.

3. The Multiple Subject Program (elementary) has successfully launched its program-wide digital portfolio requirement for all candidates. Faculty have worked collaboratively to standardize review procedures and rubrics and to obtain high levels of interrater reliability.

4. Both Multiple and Single Subject (middle level/secondary) now require all student teachers to videotape their teaching, analyze and reflect on the video, and write a reflective response to the videotape.

5. All programs have identified Critical Assessments that are used to mark candidate progress through and completion of programs and that assist in monitoring the quality of the program itself. Each program submits a report at the end of the academic year that indicates what improvements or revisions of the program grew from analysis of those assessments.

6. The School of Education is searching for a new Dean of Education.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	262	246	16
Single Subject Candidates	131	116	15
Education Specialist Candidates	168	111	57
Totals	561	473	88

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	176	168	8
Single Subject Candidates	94	91	3
Education Specialist Candidates	30	21	9
Totals	300	280	20

Institution/Program: **Sonoma State University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**35**	**4**	**0**
In Academic Positions with Rights and Responsibilities	12	2	0
In Non-Academic Positions without Rights and Responsibilities	23	2	0
Single Subject Programs	**25**	**2**	**0**
In Academic Positions with Rights and Responsibilities	11	2	0
In Non-Academic Positions without Rights and Responsibilities	14	0	0
Education Specialist Programs	**11**	**7**	**0**
In Academic Positions with Rights and Responsibilities	1	3	0
In Non-Academic Positions without Rights and Responsibilities	10	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24:1	48:1	0:1
Single Subject Programs	24:1	48:1	0:1
Education Specialist Programs	20:1	48:1	0:1

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

Institution/Program: **Sonoma State University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	15	525
Single Subject Programs	25	15	375
Education Specialist Programs	30	12	360

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:09**
Institution: **342 - Sonoma State University**
Number of Program Completers: **308**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	280	280	100%	100%	28	28	100%
Aggregate	**280**	**280**	**100%**	**100%**	**28**	**28**	**100%**
Professional Knowledge/Pedagogy							
RICA	184	181	98%	98%	23	23	100%
Aggregate	**184**	**181**	**98%**	**98%**	**23**	**23**	**100%**
Academic Content Areas							
Art S* (12)	2	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	2	--	--	95%	0	--	--
English S* (01)	4	--	--	94%	0	--	--
Praxis II English	4	--	--	100%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	8	--	--	100%	1	--	--
CSET English II	8	--	--	100%	1	--	--
CSET English III	8	--	--	99%	1	--	--
CSET English IV	8	--	--	99%	1	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
Aggregate	**26**	**26**	**100%**	**97%**	**1**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	30	30	100%	100%	4	--	--
Health Science S* (16)	10	10	100%	100%	7	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
Physical Education S* (09)	4	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	5	--	--	98%	0	--	--
CSET MSE I	87	87	100%	100%	10	10	100%
CSET MSE II	87	87	100%	99%	10	10	100%
CSET MSE III	87	87	100%	100%	10	10	100%
Aggregate	**133**	**133**	**100%**	**99%**	**21**	**21**	**100%**
Summary Totals and Pass Rate	**280**	**277**	**99%**	**98%**	**28**	**28**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:34:48**
Institution: **342 - Sonoma State University**
Number of Program Completers: **240**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	240	240	100%	100%	n/a	--	--
Aggregate	**240**	**240**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	156	153	98%	99%	n/a	--	--
Aggregate	**156**	**153**	**98%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	2	--	--	100%	n/a	--	--
English S* (01)	7	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Spanish S* (10)	2	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Biology S* (04 + 05)	3	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**26**	**24**	**92%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	83	83	100%	100%	n/a	--	--
Physical Education S* (09)	2	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	2	--	--	100%	n/a	--	--
Aggregate	**85**	**85**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**240**	**235**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Sonoma State University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 Preliminary Single Subject Teaching Credential. 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 2003-2004

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 2003-2004 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	71	71	
Education Specialist Candidates			
Totals	71	71	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	71	71	
Education Specialist Candidates			
Totals	71	71	

Institution/Program: **Stanford University**

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

Number of Supervising Teachers During 2003-2004
(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	**20**		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	20		
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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	3.5:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **Stanford University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:21**
Institution: **582 - Stanford University**
Number of Program Completers: **67**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	67	67	100%	100%	0	--	--
Aggregate	**67**	**67**	**100%**	**100%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	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	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	2	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	2	--	--	100%	0	--	--
Social Science S* (03)	4	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	0	--	--
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	99%	0	--	--
CSET English IV	8	--	--	99%	0	--	--
CSET Math I	8	--	--	98%	0	--	--
CSET Math II	8	--	--	98%	0	--	--
CSET Math III	7	--	--	90%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
CSET Science I	11	11	100%	100%	0	--	--
CSET Science II	11	11	100%	100%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**53**	**53**	**100%**	**97%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**67**	**67**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:02**
Institution: **582 - Stanford University**
Number of Program Completers: **57**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	57	57	100%	100%	n/a	--	--
Aggregate	**57**	**57**	**100%**	**100%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	15	15	100%	98%	n/a	--	--
Praxis II English	14	14	100%	99%	n/a	--	--
French S* (11)	2	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	2	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	2	--	--	86%	n/a	--	--
Spanish S* (10)	2	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	n/a	--	--
Math S* (02)	7	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	7	--	--	98%	n/a	--	--
Biology S* (04 + 05)	5	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	5	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	2	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	n/a	--	--
Social Science S* (03)	20	20	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	20	20	100%	98%	n/a	--	--
Aggregate	**53**	**51**	**96%**	**98%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**57**	**55**	**96%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Stanford University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Stanislaus County Office of Education**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Whereas there is a critical shortage of special education teachers in this area;
Whereas districts are desirous of replacing emergency permits with intern certificates for their teachers;
Whereas teachers seek programs that are specifically designed for those who are earning a credential while teaching;
Whereas students whose IEP's assign them to special education classrooms deserve teachers who are knowledgeable, prepared, and caring; and
Whereas there is no intern program for Mild/Moderate Special Education teachers currently available in Stanislaus County;

The Stanislaus County Office of Education has written for, been approved to provide, and operates a Special Education Mild/Moderate District Intern Program that:

- provides support for interns who are teaching and earning a credential simultaneously
- sequences courses to meet the most critical needs of teachers and students in a timely way
- provides a comprehensive education as specified by the CCTC program standards
- ensures that candidates who successfully complete the program will be recommended for an Education Specialist credential that has prepared them for a resource, special day or severely emotionally disturbed K-12 classroom assignment in California.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Stanislaus County Office (SCOE) Mild/Moderate Special Education District Intern Program has a spiraled set of courses, such that critical issues are addressed at the front end of the program and readdressed, in greater depth, later in the program. Additionally, due to the large numbers of English learners in this area, issues pertinent to second language learners are threaded throughout the sequence of courses. The courses may be one unit (15 class hours), two units (thirty class hours). or three units (forty-five class hours) to allow for this flexibility.

The SCOE program has assembled an impressive and diverse faculty, each member with deep experience with special education programs or, for the content specific courses, real expertise in specific curricular areas. This faculty includes practicum supervisors who have experience working in the field of special education, and frequently with observing and providing feedback to special education teachers new to the profession.

The SCOE program has provided a schedule that allows teachers to arrive comfortably after the school day and leave early enough to enjoy their families and prepare for the next teaching day. Interns attend classes two evenings a week, typically, with an evening in between to ensure adequate time to complete homework assignments and be prepared for their teaching responsibilities.

Institution/Program: **Stanislaus County Office of Education**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

The faculty of the Stanislaus County Office of Education's Mild/Moderate Special Education District Intern Program is revising the original syllabi to reflect lessons learned from having taught the courses for the first time. The revisions will be conducted carefully to ensure adherence to the CCTC program standards and to improve the quality and timing of instruction.

The faculty and program manager are carefully constructing and scheduling the Tier 2 program. An important lesson learned from participants in Cohort 1 is that life crises arise and can sometimes interfere with the best of intentions. By revising the schedule of courses and moving to another night of the week for certain classes, candidates will have an opportunity to retake any classes they may have missed due to emergencies in their personal lives.

The program manager is working to streamline and make more overt the expectations for interns during the in-take session. We are working on the language of a promissory note so that interns will sign a legal document clarifying their financial obligations. Additionally, we are working with the business office here at the county and with individual districts to install a payment option for candidates that will provide automatic deductions from their paychecks to avoid extensive bookkeeping and billing systems.

Lastly, the faculty is continually working on modeling the same expectations we have for teachers of students identified in need of special education. We are working to provide viable options when and flexibility where possible.

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

Note - This is a new program. Data for Part B and Part C not available.

Institution/Program: **Stanislaus County Office of Education**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	4		4
Totals	4		4

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates			
Education Specialist Candidates	4		4
Totals	4		4

Institution/Program: **Stanislaus County Office of Education**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	:1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	1.33:1

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

Institution/Program: **Stanislaus County Office of Education**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

	Number of Years
Multiple Subject Programs	
Single Subject Programs	
Education Specialist Programs	3

Institution/Program: Stanislaus County Office of Education

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004

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

Institution/Program: Stanislaus County Office of Education

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001 Cohort Update

Institution/Program: **Stanislaus County Office of Education**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

Full-time faculty teaching professional courses have public school classroom experience. They also supervise student teachers weekly. Adjunct professors are currently teaching in public schools.

Faculty members advise candidates each semester regarding course registration. Candidates keep the same advisor through graduation and credentialing. Meetings are held each semester to alert candidates to requirements.

The college provides a number of opportunities to serve in the inner city of Los Angeles as well as in countries around the world. Candidates may study for a semester in Israel. This gives them first-hand experience with diverse backgrounds.

Courses are designed to require candidates to apply what they are learning to assignments that are similar to the tasks they will have as teachers. Candidates have fieldwork with every professional class, and are required to plan and teach units in a classroom.

Master teachers are carefully selected with the particular candidate in mind. College supervisors meet personally with teachers to orient them to college requirements. During student teaching, candidates are visited weekly by the college supervisor.

The administration and other departments in the college are supportive of the goals of the department and create and adapt courses as necessary. There is a strong commitment to incorporating technology into courses college-wide. This has included equipping classrooms with computer ports and PowerPoint projectors and supplying computers to all faculty.

Institution/Program: **The Master's College and Seminary**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	17	17	0
Education Specialist Candidates	0	0	0
Totals	74	74	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	25	25	0
Single Subject Candidates	10	10	0
Education Specialist Candidates	0	0	0
Totals	35	35	0

Institution/Program: **The Master's College and Seminary**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**9**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	5	0	0
Single Subject Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	3	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 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:17**
Institution: **538 - The Master's College and Seminary**
Number of Program Completers: **35**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	35	35	100%	100%	0	--	--
Aggregate	**35**	**35**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	26	26	100%	98%	0	--	--
Aggregate	**26**	**26**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	99%	0	--	--
CSET English IV	3	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	**8**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	99%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Aggregate	**12**	**12**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**35**	**35**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:39:07**
Institution: **538 - The Master's College and Seminary**
Number of Program Completers: **17**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	17	17	100%	100%	n/a	--	--
Aggregate	**17**	**17**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	12	12	100%	99%	n/a	--	--
Aggregate	**12**	**12**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	2	--	--	98%	n/a	--	--
Praxis II English	2	--	--	99%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**5**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	2	--	--	100%	n/a	--	--
Aggregate	**2**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**17**	**17**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **The Master's College and Seminary**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Touro University – California**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The institutional values of Touro University - California are expressed in its vision statement: "To Serve, To Lead, To Teach". Consistent with that vision, the College of Education seeks to fulfill it's mission of "promoting social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging and diverse student population". Touro University - California provides graduate level programs in health care and education in concert with the Judiac commitment to social justice, intellectural pursuit, and service to the community.

The College of Education offers teacher preparation programs leading to single subject, multiple subject, and education specialist/special education teaching credentials and the Master of Arts degree in Education. Touro University - California seeks to identify and attract candidates who are committed to teaching students who are historically underserved. The College of Education offers a preparation program that provides a supportive learning environment coupled with early, intensive, and sustained field experiences that prepare candidates for the challenges and rewards of teaching in California's diverse schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Teacher preparation programs offered through the College of Education promote a constructivist approach to learning and are designed so that candidates experience the type of teaching they are expected to practice and display. One feature of the programs is that traditional coursework and field experiences are fully integrated into comprehensive instructional blocks. These instructional blocks are based on multi-dimensional ideas essential to successful teaching (organizers) underscoring the idea that learning is dynamic and active rather than simply incremental. Each instructional block has an associated component of practicum field experience to facilitate candidates' understanding of the complexities of teaching and immerse the candidates in actual practice situations. Seminars within each instructional block provide a structure for candidates to process and reflect on those experiences, to make sense of new ideas in a supportive environment under the guidance of faculty. It is through this construction of personal meaning that candidates learn to understand and develop their craft of teaching.

To enhance the learning experience, candidates are grouped in cohorts, progressing through the program together. The cohort provides an ongoing learning community for candidates, offering a peer group for professional reflection as well as a source of strength and support during the challenges and successes that occur during the program. Ideally, relationships formed in the cohort will extend beyond the preparation program and develop into an ongoing collegial professional network. Each cohort is assigned a Faculty Cohort Leader who provides a personal faculty connection for each student in the College of Education.

Institution/Program: **Touro University – 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 2003-2004

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

Note - This is a new program. Data for Part B and Part C not available.

Institution/Program: **Touro University – California**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004
in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 2003-2004

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

Institution/Program: **Touro University – California**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Touro University – California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

Institution/Program: **Touro University – 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 2003-2004

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

Institution/Program: **Touro University – 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 2000-2001 Cohort Update

Institution/Program: **Touro University – California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Berkeley**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of California's mission to combine theory, research and practice distinguishes UC Berkeley's programs in education. The Graduate School of Education has a dual mission:

-To engage in research and development of the highest quality at the forefront of educational inquiry and innovation; and

-To use the knowledge gained in research to provide unexcelled leadership, training, and service for the field of education, in order to enhance opportunities for diverse communities of learners.

Teacher preparation programs in the Graduate School of Education emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models. The preparation of teachers to meet the needs of the diverse student population of California schools is a high priority.

Teacher preparation programs are:

-Based on a clear theoretical and research base including the role and importance of language, the importance of development, and cultural differences in learning;

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The UC 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 that is related to professional practice; programs are designed to help candidates translate current research findings into professional practice.

-Innovative and model professional preparation programs, including a strong and integrated technology component. Also, all programs, except UC Extension's program, combine the credential with a Master of Arts degree.

-Strong grounding in academic disciplines. Programs emphasize the concepts, methodology, and current

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 2003-2004

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.

The newly-hired Coordinator of the Arts Education Initiative has been working with faculty, discussing how best to integrate arts education into the curriculum, and looking at ways to develop collaborations with other local colleges/universities.

Outreach and recruitment efforts have been increased to attract greater diversity in credential program applicants. The School's new Spring recruitment event, specifically targeting potential credential program applicants, was a success with many prospective students attending.

A new Education Specialist Mild/Moderate integrated level I/II two-year internship program was developed by UCB Extension and approved by the CCTC. The first small cohort began in 2003-04 and should complete their credential at the end of Summer, 2005. A second cohort will start in 2004-05. The interns are successfully serving in many Bay Area schools.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	84	52	32
Single Subject Candidates	80	80	0
Education Specialist Candidates	11	0	11
Totals	175	132	43

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	84	52	32
Single Subject Candidates	55	55	0
Education Specialist Candidates	5	0	5
Totals	144	107	37

Institution/Program: **UC Berkeley**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**6**	
In Academic Positions with Rights and Responsibilities	8	0	
In Non-Academic Positions without Rights and Responsibilities	0	6	
Single Subject Programs	**9**	**0**	
In Academic Positions with Rights and Responsibilities	9	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	
Education Specialist Programs	**0**	**1**	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	0	1	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	13:1	5:1	:1
Single Subject Programs	9:1	0:1	:1
Education Specialist Programs	0:1	5:1	:1

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

Institution/Program: **UC Berkeley**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:10**
Institution: **400 - UC Berkeley**
Number of Program Completers: **100**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	73	73	100%	100%	27	27	100%
Aggregate	**73**	**73**	**100%**	**100%**	**27**	**27**	**100%**
Professional Knowledge/Pedagogy							
RICA	26	26	100%	98%	26	26	100%
Aggregate	**26**	**26**	**100%**	**98%**	**26**	**26**	**100%**
Academic Content Areas							
English S* (01)	21	21	100%	94%	0	--	--
Praxis II English	20	20	100%	100%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**35**	**35**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	21	21	100%	100%	25	25	100%
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	99%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	**23**	**23**	**100%**	**99%**	**25**	**25**	**100%**
Summary Totals and Pass Rate	**73**	**73**	**100%**	**98%**	**27**	**27**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:07**
Institution: **400 - UC Berkeley**
Number of Program Completers: **64**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	64	64	100%	100%	n/a	--	--
Aggregate	**64**	**64**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	41	41	100%	99%	n/a	--	--
Aggregate	**41**	**41**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	14	14	100%	98%	n/a	--	--
Praxis II English	14	14	100%	99%	n/a	--	--
Math S* (02)	4	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	4	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Aggregate	**21**	**21**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	37	37	100%	100%	n/a	--	--
Aggregate	**37**	**37**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**64**	**64**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **UC Berkeley**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Davis**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. We 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 2003-2004

The design, implementation, and assessment of the UC Davis credential programs is guided by its mission to prepare teacher-leaders who can assume four key roles in ethnically and linguistically diverse school communities. These roles are: 1) collaborative professionals who work with students, colleagues, and parents to forge effective teaching practice; 2) advocates for educational equity who champion high learning expectations for all students; 3) 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 roles 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 public 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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	165	165	
Single Subject Candidates	78	78	
Education Specialist Candidates	0	0	
Totals	243	243	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	165	165	
Single Subject Candidates	78	78	
Education Specialist Candidates	0	0	
Totals	243	243	

Institution/Program: **UC Davis**

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

Number of Supervising Teachers During 2003-2004
(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	4		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	**7**		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **UC Davis**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:10**
Institution: **402 - UC Davis**
Number of Program Completers: **189**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	188	188	100%	100%	0	--	--
Aggregate	**188**	**188**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	111	111	100%	98%	0	--	--
Aggregate	**111**	**111**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	94%	0	--	--
Praxis II English	4	--	--	100%	0	--	--
Biology S* (04 + 05)	3	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	3	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	12	12	100%	100%	0	--	--
CSET English II	12	12	100%	100%	0	--	--
CSET English III	12	12	100%	99%	0	--	--
CSET English IV	12	12	100%	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	15	15	100%	100%	0	--	--
CSET Social Sci II	15	15	100%	100%	0	--	--
CSET Social Sci III	15	15	100%	100%	0	--	--
CSET Science I	14	14	100%	100%	0	--	--
CSET Science II	14	14	100%	100%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
Aggregate	**51**	**51**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Agriculture S* (14)	6	--	--	100%	0	--	--
CSET MSE I	76	76	100%	100%	0	--	--
CSET MSE II	75	75	100%	99%	0	--	--
CSET MSE III	76	76	100%	100%	0	--	--
Aggregate	**110**	**110**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**189**	**189**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:15**
Institution: **402 - UC Davis**
Number of Program Completers: **108**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	108	107	99%	100%	n/a	--	--
Aggregate	**108**	**107**	**99%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	85	85	100%	99%	n/a	--	--
Aggregate	**85**	**85**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	3	--	--	98%	n/a	--	--
Praxis II English	3	--	--	99%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Aggregate	**8**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	65	65	100%	100%	n/a	--	--
Aggregate	**65**	**65**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**108**	**107**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **UC Davis**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

The UCI Teacher Credential Programs implemented program changes to meet the new SB2042 Standards for Quality in Teacher Education Programs. The redesigned program included integration of standards across courses in the program; the creation of new courses; and the addition of a summative assessment of candidate competency that was designed by program administrators and faculty. In addition, UCI continued as a partner in PACT (Performance Assessment for California Teachers), a consortium of teacher education programs at all UC campuses, as well as Mills College, Stanford University and several CSU campuses. As part of this consortium, UCI participated in system-wide efforts to develop a Teaching Performance Assessment that is a meaningful part of the curriculum and identified “Embedded Signature Assignments” that provided formative experiences for candidates that allowed them to prepare for the summative assessment.

The focus of faculty credential program meetings shifted from business agenda items to a planned program for professional development. Topics included: Strategies for Working with English Language Learners; Academic Language; and the Role of the Arts in Education.

UCI participated in a regional consortium sponsored by the Orange County Department of Education that includes representatives from regional school districts and IHEs. The consortium acts as a clearinghouse for information, a problem solving group, and an advisory committee for both districts and IHEs.

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 2003-2004

The UCI Teacher Credential Programs now play a significant role in the PACT consortium and continue to implement the PACT designed Teaching Event as a summative assessment of candidate competency. All candidates complete the Teaching Event and data are submitted to PACT so that it may continue with its reliability and validity studies in preparation for submission to CCTC. Faculty continue to participate in meetings to these ends. Work on "Embedded Signature Assignments" continues with the identification of two ESAs—one in elementary and one in secondary literacy.

Professional development opportunities for program leaders and faculty have been extended both internally and through sponsored attendance at conferences. Professional development topics this year have included an intensive focus on learning theory and its impact on student and teacher candidate learning. Faculty have attended conferences related to literacy, English language learners, high school reform efforts, and physical education.
The regional consortium sponsored by OCDE has created a website that may be utilized by school districts and IHEs to gather information about teacher education program requirements and school district procedures for student teacher placement that is useful to all entities.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	134	132	2
Single Subject Candidates	86	80	6
Education Specialist Candidates			
Totals	220	212	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	134	132	2
Single Subject Candidates	86	80	6
Education Specialist Candidates			
Totals	220	212	8

Institution/Program: **UC Irvine**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**1**	
In Academic Positions with Rights and Responsibilities	14	1	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	**12**	**1**	
In Academic Positions with Rights and Responsibilities	12	1	
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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9:1	2:1	:1
Single Subject Programs	7:1	6:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **UC Irvine**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	36	20	720
Single Subject Programs	40	20	800
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:10**
Institution: **404 - UC Irvine**
Number of Program Completers: **211**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	205	205	100%	100%	6	--	--
Aggregate	**205**	**205**	**100%**	**100%**	**6**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	122	121	99%	98%	1	--	--
Aggregate	**122**	**121**	**99%**	**98%**	**1**	**--**	**--**
Academic Content Areas							
Art S* (12)	3	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	4	--	--	95%	0	--	--
English S* (01)	7	--	--	94%	1	--	--
Praxis II English	7	--	--	100%	1	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	91%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Music S* (13)	1	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Chemistry S* (04 + 06)	2	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	10	10	100%	100%	1	--	--
CSET English II	10	10	100%	100%	1	--	--
CSET English III	10	10	100%	99%	1	--	--
CSET English IV	10	10	100%	99%	1	--	--
CSET Math I	5	--	--	98%	0	--	--
CSET Math II	5	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
CSET Science I	10	10	100%	100%	0	--	--
CSET Science II	10	10	100%	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
Aggregate	**59**	**56**	**95%**	**97%**	**3**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	65	65	100%	100%	0	--	--
CSET MSE I	49	49	100%	100%	0	--	--
CSET MSE II	49	49	100%	99%	0	--	--
CSET MSE III	49	49	100%	100%	0	--	--
Aggregate	**114**	**114**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**205**	**201**	**98%**	**98%**	**6**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:23**
Institution: **404 - UC Irvine**
Number of Program Completers: **116**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	116	116	100%	100%	n/a	--	--
Aggregate	**116**	**116**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	68	68	100%	99%	n/a	--	--
Aggregate	**68**	**68**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	18	18	100%	98%	n/a	--	--
Praxis II English	18	18	100%	99%	n/a	--	--
French S* (11)	1	--	--	93%	n/a	--	--
French: Skills Praxis II (0171)	1	--	--	93%	n/a	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	5	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	4	--	--	98%	n/a	--	--
Biology S* (04 + 05)	5	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	6	--	--	99%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
CSET Math I	1	--	--	29%	n/a	--	--
CSET Math II	1	--	--	50%	n/a	--	--
CSET Math III	1	--	--	33%	n/a	--	--
Aggregate	**39**	**39**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	63	63	100%	100%	n/a	--	--
Aggregate	**63**	**63**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**116**	**116**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: UC Irvine

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004, the Teacher Education program faculty continued its work with a consortium of teacher

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 2003-2004

During 2003-2004, the Teacher Education program faculty continued to work on summative and formative assessments through its work with the consortium. Special attention is being spent developing embedded signature assessments. We also continued to develop stronger ties to our partnership districts at the 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 the retention of our students.

For 2004-2005, we have focused on developing the leadership skills of alumni in our partnership schools through the CIRCLE groups. In addition, we have expanded research apprenticeships to faculty in TEP.

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

Institution/Program: **UC Los Angeles**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	210	106	104
Single Subject Candidates	161	78	83
Education Specialist Candidates	0	0	0
Totals	371	184	187

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	210	106	104
Single Subject Candidates	161	78	83
Education Specialist Candidates	0	0	0
Totals	371	184	187

Institution/Program: **UC Los Angeles**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**30**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	13	30	0
Single Subject Programs	**12**	**41**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	12	41	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 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14:1	13:1	:1
Single Subject Programs	12:1	12:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program: **UC Los Angeles**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:11**
Institution: **406 - UC Los Angeles**
Number of Program Completers: **245**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	175	175	100%	100%	70	70	100%
Aggregate	**175**	**175**	**100%**	**100%**	**70**	**70**	**100%**
Professional Knowledge/Pedagogy							
RICA	102	102	100%	98%	45	45	100%
Aggregate	**102**	**102**	**100%**	**98%**	**45**	**45**	**100%**
Academic Content Areas							
English S* (01)	8	--	--	94%	10	10	100%
Praxis II English	8	--	--	100%	10	10	100%
Math S* (02)	2	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	1	--	--
Chemistry S* (04 + 06)	1	--	--	90%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	2	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	99%	0	--	--
CSET English I	11	11	100%	100%	4	--	--
CSET English II	11	11	100%	100%	4	--	--
CSET English III	11	11	100%	99%	4	--	--
CSET English IV	11	11	100%	99%	4	--	--
CSET Math I	5	--	--	98%	2	--	--
CSET Math II	5	--	--	98%	2	--	--
CSET Math III	4	--	--	90%	2	--	--
CSET Social Sci I	10	10	100%	100%	2	--	--
CSET Social Sci II	10	10	100%	100%	2	--	--
CSET Social Sci III	10	10	100%	100%	2	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
Aggregate	**49**	**49**	**100%**	**97%**	**20**	**20**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	55	55	100%	100%	27	27	100%
CSET MSE I	44	44	100%	100%	14	14	100%
CSET MSE II	44	44	100%	99%	14	14	100%
CSET MSE III	44	44	100%	100%	14	14	100%
Aggregate	**99**	**99**	**100%**	**99%**	**41**	**41**	**100%**
Summary Totals and Pass Rate	**175**	**175**	**100%**	**98%**	**70**	**70**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:33**
Institution: **406 - UC Los Angeles**
Number of Program Completers: **144**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	144	144	100%	100%	n/a	--	--
Aggregate	**144**	**144**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	106	106	100%	99%	n/a	--	--
Aggregate	**106**	**106**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	10	10	100%	98%	n/a	--	--
Praxis II English	9	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	4	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	4	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	3	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	7	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	7	--	--	98%	n/a	--	--
Aggregate	**27**	**27**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	82	82	100%	100%	n/a	--	--
Aggregate	**82**	**82**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**144**	**144**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **UC Los Angeles**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **UC Riverside**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the University of California, Riverside's School of Education encompasses research, instruction and service. Research includes investigations of both fundamental and applied issues in education. The range of topics is diverse--teaching and learning, assessment and school organization, the subject matters, and school leadership. The School's agenda links scholars from a variety of social science disciplines and methods, along with foundational areas such as history and philosophy, around the theme of knowledge in practice. Instruction centers on engagement with knowledge, practice and policy and their relationship. The heart of the enterprise is the preparation of academicians and practitioners--teachers and administrators--who will serve as leaders by virtue of their ability to produce and mobilize useful knowledge. The establishment of a full-fledged professional program extends the scope of preparation back to undergraduate years and forward to post-credential induction years, and requires tighter integration of credential and academic programs. Students in all of our programs analyze complex problems; engage in spirited debates about public education, while concurrently spending significant time in the public school. The University's goal is to lead all students to high levels of academic achievement and performance, regardless of the circumstances of their birth and environment. We believe our role is to develop and implement credential and graduate programs of extraordinary quality. Through robust, committed partnerships with area schools, we believe we are in reach of our goal.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Students in the University of California, Riverside's (UCR) Teacher Education developed an electronic portfolio to document their professional development as part of a teacher performance assessment system. The electronic portfolio documents the teacher candidate’s knowledge and integration of research, instruction, and service. Candidates analyze student work, relate the work to instruction, and reflect on their teaching. This project builds on the foundation of the School's efforts to support the development of professionals prepared for leadership as classroom teachers. The very process of developing the electronic portfolio encourages the candidate’s growth in using technology to enhance their teaching and to communicate with a larger learning community.

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 2003-2004

UCR's Graduate School of Education was awarded a Title II, Teacher Quality Enhancement Partnership Grant from the U.S. Department of Education in fall 2004. The grant's goal is the recruitment and preparation of highly qualified science teachers. To implement the goal, a pathway from four partnering community colleges is being designed that will promote a smooth transition from the community college to the teacher preparation program at either California State University, San Bernardino; California Baptist University; or the University of California, Riverside. Meetings of science faculty from all partnering institutions of higher education (IHEs) have been reviewing syllabi to ensure that early fieldwork, California K-12 Science Content Standards, and pedagogical skills are included in undergraduate baccalaureate courses. Comparisons and articulation of science classes are in progress. An electronic portfolio used to document UCR's preservice, teacher development has been modified for use in the community college education courses.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	111	101	10
Single Subject Candidates	65	44	21
Education Specialist Candidates	15	7	8
Totals	191	152	39

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	103	94	9
Single Subject Candidates	61	41	20
Education Specialist Candidates	15	7	8
Totals	179	142	37

Institution/Program: **UC Riverside**

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

Number of Supervising Teachers During 2003-2004
(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	9	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	**5**	**2**	**0**
In Academic Positions with Rights and Responsibilities	5	2	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 2003-2004*

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

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

Institution/Program: **UC Riverside**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:11**
Institution: **408 - UC Riverside**
Number of Program Completers: **177**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	141	141	100%	100%	36	36	100%
Aggregate	**141**	**141**	**100%**	**100%**	**36**	**36**	**100%**
Professional Knowledge/Pedagogy							
RICA	98	96	98%	98%	16	15	94%
Aggregate	**98**	**96**	**98%**	**98%**	**16**	**15**	**94%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	0	--	--	94%	3	--	--
Praxis II English	0	--	--	100%	3	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
Biology S* (04 + 05)	0	--	--	92%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	4	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	99%	0	--	--
CSET English I	6	--	--	100%	1	--	--
CSET English II	6	--	--	100%	1	--	--
CSET English III	6	--	--	99%	1	--	--
CSET English IV	6	--	--	99%	1	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	2	--	--	90%	0	--	--
CSET Social Sci I	9	--	--	100%	1	--	--
CSET Social Sci II	9	--	--	100%	1	--	--
CSET Social Sci III	9	--	--	100%	1	--	--
CSET Science I	2	--	--	100%	2	--	--
CSET Science II	2	--	--	100%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
Aggregate	**24**	**24**	**100%**	**97%**	**9**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	15	15	100%	100%	7	--	--
CSET MSE I	56	56	100%	100%	4	--	--
CSET MSE II	56	56	100%	99%	4	--	--
CSET MSE III	56	56	100%	100%	4	--	--
Aggregate	**71**	**71**	**100%**	**99%**	**11**	**11**	**100%**
Summary Totals and Pass Rate	**141**	**139**	**99%**	**98%**	**36**	**35**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:41**
Institution: **408 - UC Riverside**
Number of Program Completers: **134**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	134	134	100%	100%	n/a	--	--
Aggregate	**134**	**134**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	87	87	100%	99%	n/a	--	--
Aggregate	**87**	**87**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	5	--	--	98%	n/a	--	--
Praxis II English	5	--	--	99%	n/a	--	--
Spanish S* (10)	2	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	n/a	--	--
Math S* (02)	6	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	6	--	--	98%	n/a	--	--
Biology S* (04 + 05)	8	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	8	--	--	99%	n/a	--	--
Social Science S* (03)	3	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	98%	n/a	--	--
Aggregate	**25**	**25**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	29	29	100%	100%	n/a	--	--
Aggregate	**29**	**29**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**134**	**134**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **UC Riverside**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 Preliminary Multiple Subject Credential and the Master of Education/California Preliminary 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 2003-2004

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 2003-2004

During the 2004-2005 academic year, the Teacher Education Program (TEP) at the University of California, San Diego offered an innovative opportunity to interested and qualified candidates. TEP began training students for an Elementary Mathematics Emphasis Certificate (EMEC) offered by the program as a supplement to the Preliminary Multiple Subject Credential. Students who participate in this pilot will be uniquely prepared to combine their knowledge of mathematics content and pedagogy in order to become effective teachers of mathematics and potentially mathematics leaders at their school sites. The EMEC will help develop a cadre of qualified, highly motivated elementary school mathematics teachers. Increasingly, local school districts are seeking highly qualified mathematics teachers to fill specialized mathematics leadership and lab leadership positions. Most importantly, elementary students need a solid foundation in mathematics to succeed in their academic and professional careers. Teachers who have earned the EMEC will be especially qualified to meet this challenge.

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 2003-2004 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	0
Single Subject Candidates	43	1	42
Education Specialist Candidates	14	12	2
Totals	109	65	44

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	0
Single Subject Candidates	32	1	31
Education Specialist Candidates	9	7	2
Totals	79	46	33

Institution/Program: **UC San Diego**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**5**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	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**	**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 2003-2004*

	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	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: **UC San Diego**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	.5

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:11**
Institution: **410 - UC San Diego**
Number of Program Completers: **74**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	43	43	100%	100%	31	31	100%
Aggregate	**43**	**43**	**100%**	**100%**	**31**	**31**	**100%**
Professional Knowledge/Pedagogy							
RICA	42	42	100%	98%	1	--	--
Aggregate	**42**	**42**	**100%**	**98%**	**1**	**--**	**--**
Academic Content Areas							
English S* (01)	0	--	--	94%	5	--	--
Praxis II English	0	--	--	100%	5	--	--
Biology S* (04 + 05)	0	--	--	92%	3	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	3	--	--
CSET Science I	0	--	--	100%	2	--	--
CSET Science II	0	--	--	100%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
Aggregate	**0**	**--**	**--**	**97%**	**10**	**10**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	29	29	100%	100%	1	--	--
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	99%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Aggregate	**39**	**39**	**100%**	**99%**	**1**	**--**	**--**
Summary Totals and Pass Rate	**43**	**43**	**100%**	**98%**	**31**	**31**	**100%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:44**
Institution: **410 - UC San Diego**
Number of Program Completers: **50**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	50	50	100%	100%	n/a	--	--
Aggregate	**50**	**50**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	37	37	100%	99%	n/a	--	--
Aggregate	**37**	**37**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	98%	n/a	--	--
Praxis II English	4	--	--	99%	n/a	--	--
Aggregate	**4**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	23	23	100%	100%	n/a	--	--
Aggregate	**23**	**23**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**50**	**50**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **UC San Diego**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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,

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	59	59	0
Education Specialist Candidates	7	7	0
Totals	123	123	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	57	57	0
Single Subject Candidates	59	59	0
Education Specialist Candidates	7	7	0
Totals	123	123	0

Institution/Program: **UC Santa Barbara**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**8**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	8	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 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:11**
Institution: **412 - UC Santa Barbara**
Number of Program Completers: **123**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	123	123	100%	100%	0	--	--
Aggregate	**123**	**123**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	62	62	100%	98%	0	--	--
Aggregate	**62**	**62**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	7	--	--	94%	0	--	--
Praxis II English	7	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	91%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Social Science S* (03)	8	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	99%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Math I	2	--	--	98%	0	--	--
CSET Math II	2	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
CSET Science I	8	--	--	100%	0	--	--
CSET Science II	8	--	--	100%	0	--	--
CSET Sci III Bio/Life	5	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
Aggregate	**42**	**42**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	29	29	100%	100%	0	--	--
Health Science S* (16)	5	--	--	100%	0	--	--
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	99%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Aggregate	**62**	**62**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**123**	**123**	**100%**	**98%**	**0**	**--**	**--**

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:50**
Institution: **412 - UC Santa Barbara**
Number of Program Completers: **100**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	100	100	100%	100%	n/a	--	--
Aggregate	**100**	**100**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	57	57	100%	99%	n/a	--	--
Aggregate	**57**	**57**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	17	17	100%	98%	n/a	--	--
Praxis II English	17	17	100%	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	4	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	4	--	--	99%	n/a	--	--
Science Praxis Test II	2	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	1	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	2	--	--	97%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Social Science S* (03)	12	12	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	98%	n/a	--	--
Aggregate	**38**	**38**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	n/a	--	--
Aggregate	**42**	**42**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**100**	**100**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **UC Santa Barbara**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 both the Multiple Subjects and Single Subject credential. Single Subject areas offered are, English, Math, Science and Social Science. The Bilingual, Crosscultural Language and Academic Development (BCLAD) emphasis is also offered. The program seeks applicants from diverse cultural and linguistic backgrounds to teach in multicultural K-12 classrooms. Students are expected to integrate theory and practice in courses, classroom placements, and research projects.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004

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 2003-2004 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	
Single Subject Candidates	35	35	
Education Specialist Candidates			
Totals	103	103	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	68	68	
Single Subject Candidates	35	35	
Education Specialist Candidates			
Totals	103	103	

Institution/Program: **UC Santa Cruz**

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

Number of Supervising Teachers During 2003-2004
(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	**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 2003-2004*

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

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

Institution/Program: **UC Santa Cruz**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	28	32	658
Single Subject Programs	17	28	480
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:12**
Institution: **414 - UC Santa Cruz**
Number of Program Completers: **104**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	104	104	100%	100%	0	--	--
Aggregate	**104**	**104**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	68	68	100%	98%	0	--	--
Aggregate	**68**	**68**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	3	--	--	94%	0	--	--
Praxis II English	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Biology S* (04 + 05)	2	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	100%	0	--	--
Science Praxis Test II	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	88%	0	--	--
Social Science S* (03)	5	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	99%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	99%	0	--	--
CSET English IV	6	--	--	99%	0	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
Aggregate	**29**	**29**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
CSET MSE I	33	33	100%	100%	0	--	--
CSET MSE II	33	33	100%	99%	0	--	--
CSET MSE III	33	33	100%	100%	0	--	--
Aggregate	**61**	**61**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**104**	**104**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:35:57**
Institution: **414 - UC Santa Cruz**
Number of Program Completers: **108**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	108	108	100%	100%	n/a	--	--
Aggregate	**108**	**108**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	76	76	100%	99%	n/a	--	--
Aggregate	**76**	**76**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	11	11	100%	98%	n/a	--	--
Praxis II English	11	11	100%	99%	n/a	--	--
Social Science S* (03)	11	11	100%	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	98%	n/a	--	--
Aggregate	**23**	**23**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	68	67	99%	100%	n/a	--	--
Aggregate	**68**	**67**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**108**	**107**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **UC Santa Cruz**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004 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 41% Caucasian, 29% Hispanic/Latino, 6% African American, 5% Asian, and 20% Other/Not Provided. The University believes that all teachers in California need a variety of skills to meet the needs of the K-12 students served. (3) Support 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 2003-2004

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 2003-2004 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 60% white, 25% Latino, and 15% African-American. As the program grows, commitment to hiring diverse faculty is a priority. (3) Continue 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	504	410	94
Single Subject Candidates	354	268	86
Education Specialist Candidates	40	18	22
Totals	898	696	202

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	318	286	32
Single Subject Candidates	233	171	62
Education Specialist Candidates	12	3	9
Totals	563	460	103

Institution/Program: **University of La Verne**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**43**	**38**	
In Academic Positions with Rights and Responsibilities	7	6	
In Non-Academic Positions without Rights and Responsibilities	36	32	
Single Subject Programs	**28**	**24**	
In Academic Positions with Rights and Responsibilities	2	3	
In Non-Academic Positions without Rights and Responsibilities	26	21	
Education Specialist Programs	**2**	**2**	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	1	1	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18:1	18:1	:1
Single Subject Programs	18:1	18:1	:1
Education Specialist Programs	12:1	12:1	:1

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

Institution/Program: **University of La Verne**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:22**
Institution: **586 - University of LaVerne**
Number of Program Completers: **383**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	233	233	100%	100%	150	150	100%
Aggregate	**233**	**233**	**100%**	**100%**	**150**	**150**	**100%**
Professional Knowledge/Pedagogy							
RICA	153	151	99%	98%	80	78	98%
Aggregate	**153**	**151**	**99%**	**98%**	**80**	**78**	**98%**
Academic Content Areas							
Art S* (12)	0	--	--	98%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	95%	2	--	--
English S* (01)	0	--	--	94%	4	--	--
Praxis II English	0	--	--	100%	4	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	96%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	91%	1	--	--
Math S* (02)	2	--	--	93%	5	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	5	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	5	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	99%	1	--	--
CSET English I	6	--	--	100%	10	10	100%
CSET English II	6	--	--	100%	10	10	100%
CSET English III	6	--	--	99%	10	10	100%
CSET English IV	6	--	--	99%	10	10	100%
CSET Math I	3	--	--	98%	3	--	--
CSET Math II	3	--	--	98%	3	--	--
CSET Math III	1	--	--	90%	3	--	--
CSET Social Sci I	12	12	100%	100%	3	--	--
CSET Social Sci II	12	12	100%	100%	3	--	--
CSET Social Sci III	12	12	100%	100%	3	--	--
CSET Science I	6	--	--	100%	3	--	--
CSET Science II	6	--	--	100%	3	--	--
CSET Sci III Bio/Life	4	--	--	100%	3	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
Aggregate	**35**	**34**	**97%**	**97%**	**32**	**30**	**94%**
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	26	26	100%
Business S* (15)	2	--	--	96%	1	--	--
Health Science S* (16)	5	--	--	100%	1	--	--
Home Economics S* (17)	0	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	2	--	--
Physical Education S* (09)	0	--	--	97%	2	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	2	--	--
CSET MSE I	52	52	100%	100%	14	13	93%
CSET MSE II	52	50	96%	99%	14	14	100%
CSET MSE III	52	52	100%	100%	14	13	93%
Aggregate	**84**	**81**	**96%**	**99%**	**47**	**46**	**98%**
Summary Totals and Pass Rate	**233**	**227**	**97%**	**98%**	**150**	**145**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:19**
Institution: **586 - University of LaVerne**
Number of Program Completers: **183**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	183	183	100%	100%	n/a	--	--
Aggregate	**183**	**183**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	125	125	100%	99%	n/a	--	--
Aggregate	**125**	**125**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	1	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	6	--	--	98%	n/a	--	--
Praxis II English	6	--	--	99%	n/a	--	--
Math S* (02)	1	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	1	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	6	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	98%	n/a	--	--
Aggregate	**17**	**17**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	70	69	99%	100%	n/a	--	--
Business S* (15)	3	--	--	100%	n/a	--	--
Health Science S* (16)	1	--	--	100%	n/a	--	--
Home Economics S* (17)	1	--	--	100%	n/a	--	--
Physical Education S* (09)	4	--	--	100%	n/a	--	--
Phys. Educ. Praxis Test II	4	--	--	100%	n/a	--	--
Aggregate	**79**	**78**	**99%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**183**	**182**	**99%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **University of La Verne**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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

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 2003-2004

Electronic Portfolio

To assist in the uniform assessment of student work products, the University of Phoenix has contracted with TaskStream, a software development company which supports student electronic portfolios. Using TaskStream's electronic portfolio system allows the University to collect and evaluate a wide variety of assignments from each program. Assignment selection is based on coverage of program standards within the various specified domains and the assignment's ability to demonstrate application of required skills and knowledge. Assignments are graded by University faculty using a standardized rubric embedded within the electronic portfolio system.

Teacher Work Sample

All University of Phoenix teacher education candidates must create a Teacher Work Sample, based on the design of the Renaissance Partnership for Improving Teacher Quality (Title II Renaissance Partnership for Improving Teacher Quality Project http://fp.uni.edu/itq). Through this performance assessment, University of Phoenix teacher candidates provide credible evidence of meeting multiple programs standards related to both content and pedagogical skills and knowledge.

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

Institution/Program: **University of Phoenix**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,476	2,476	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	2,476	2,476	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	872	872	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	872	872	0

Institution/Program: **University of Phoenix**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**146**	**0**	**0**
In Academic Positions with Rights and Responsibilities	11	0	0
In Non-Academic Positions without Rights and Responsibilities	135	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 2003-2004*

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

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

Institution/Program: **University of Phoenix**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	15	600
Single Subject Programs	0	0	0
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:22**
Institution: **589 - University of Phoenix**
Number of Program Completers: **359**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	359	359	100%	100%	0	--	--
Aggregate	**359**	**359**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	358	356	99%	98%	0	--	--
Aggregate	**358**	**356**	**99%**	**98%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	124	124	100%	100%	0	--	--
CSET MSE I	193	193	100%	100%	0	--	--
CSET MSE II	194	192	99%	99%	0	--	--
CSET MSE III	193	193	100%	100%	0	--	--
Aggregate	**318**	**316**	**99%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**359**	**355**	**99%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:22**
Institution: **589 - University of Phoenix-Los Angeles**
Number of Program Completers: **5**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	5	--	--	100%	n/a	--	--
Aggregate	**5**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	5	--	--	99%	n/a	--	--
Aggregate	**5**	**--**	**--**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	2	--	--	100%	n/a	--	--
Aggregate	**2**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**5**	**--**	**--**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **University of Phoenix**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	187	162	25
Single Subject Candidates	109	74	35
Education Specialist Candidates	0	0	0
Totals	296	236	60

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	146	121	25
Single Subject Candidates	91	73	18
Education Specialist Candidates	0	0	0
Totals	237	194	43

Institution/Program: **University of Redlands**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**17**	**14**	**0**
In Academic Positions with Rights and Responsibilities	4	4	0
In Non-Academic Positions without Rights and Responsibilities	13	10	0
Single Subject Programs	**14**	**13**	**0**
In Academic Positions with Rights and Responsibilities	5	5	0
In Non-Academic Positions without Rights and Responsibilities	9	8	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 2003-2004*

	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 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	14	560
Single Subject Programs	40	14	560
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:23**
Institution: **590 - University of Redlands**
Number of Program Completers: **236**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	176	175	99%	100%	60	60	100%
Aggregate	**176**	**175**	**99%**	**100%**	**60**	**60**	**100%**
Professional Knowledge/Pedagogy							
RICA	125	120	96%	98%	24	22	92%
Aggregate	**125**	**120**	**96%**	**98%**	**24**	**22**	**92%**
Academic Content Areas							
English S* (01)	1	--	--	94%	3	--	--
Praxis II English	1	--	--	100%	3	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	91%	0	--	--
Music S* (13)	1	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	1	--	--
Social Science S* (03)	0	--	--	95%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	1	--	--
CSET English I	5	--	--	100%	7	--	--
CSET English II	5	--	--	100%	7	--	--
CSET English III	5	--	--	99%	7	--	--
CSET English IV	5	--	--	99%	7	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	5	--	--	100%	1	--	--
CSET Social Sci II	5	--	--	100%	1	--	--
CSET Social Sci III	5	--	--	100%	1	--	--
CSET Science I	3	--	--	100%	2	--	--
CSET Science II	3	--	--	100%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**17**	**17**	**100%**	**97%**	**15**	**15**	**100%**
Other Content Areas							
MSAT (0140 + 0151)	14	14	100%	100%	5	--	--
Business S* (15)	1	--	--	96%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	1	--	--
CSET MSE I	34	33	97%	100%	11	11	100%
CSET MSE II	34	33	97%	99%	11	11	100%
CSET MSE III	33	33	100%	100%	11	11	100%
Aggregate	**51**	**50**	**98%**	**99%**	**19**	**19**	**100%**
Summary Totals and Pass Rate	**176**	**169**	**96%**	**98%**	**60**	**58**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:28**
Institution: **590 - University of Redlands**
Number of Program Completers: **103**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	103	103	100%	100%	n/a	--	--
Aggregate	**103**	**103**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	73	73	100%	99%	n/a	--	--
Aggregate	**73**	**73**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Art S* (12)	2	--	--	100%	n/a	--	--
Art Praxis II (0131 + 0132)	1	--	--	100%	n/a	--	--
English S* (01)	1	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Japanese S* (21)	1	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	4	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	4	--	--	98%	n/a	--	--
Music S* (13)	1	--	--	100%	n/a	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Social Science S* (03)	2	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	98%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	32	32	100%	100%	n/a	--	--
Aggregate	**32**	**32**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**103**	**103**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **University of Redlands**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 Department of Learning and Teaching 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 local urban school districts 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 2003-2004

Teacher candidates receive individual attention during advising from faculty members. The School of Education maintains a strong partnership with the College of Arts and Sciences, working collaboratively to ensure student success. 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, 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 2003-2004

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. Another 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. Finally, the Department of Learning and Teaching has entered into collaborative partnership with Kieller Middle School, currently a low-performing school serving predominantly minority children in southeast San Diego, which will re-open as a charter school in Fall 2005.

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	391	391	0
Single Subject Candidates	128	128	0
Education Specialist Candidates	40	30	10
Totals	559	549	10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	78	78	0
Single Subject Candidates	24	24	0
Education Specialist Candidates	14	4	10
Totals	116	106	10

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

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**14**	**0**	**0**
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	0
Single Subject Programs	**6**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist Programs	**3**	**4**	**4**
In Academic Positions with Rights and Responsibilities	1	1	4
In Non-Academic Positions without Rights and Responsibilities	2	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:23**
Institution: **592 - University of San Diego**
Number of Program Completers: **111**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	102	102	100%	100%	9	--	--
Aggregate	**102**	**102**	**100%**	**100%**	**9**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	80	80	100%	98%	4	--	--
Aggregate	**80**	**80**	**100%**	**98%**	**4**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
Aggregate	**7**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	2	--	--
Business S* (15)	1	--	--	96%	0	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
CSET MSE I	21	21	100%	100%	1	--	--
CSET MSE II	21	21	100%	99%	1	--	--
CSET MSE III	21	21	100%	100%	1	--	--
Aggregate	**26**	**26**	**100%**	**99%**	**4**	**--**	**--**
Summary Totals and Pass Rate	**102**	**102**	**100%**	**98%**	**9**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:34**
Institution: **592 - University of San Diego**
Number of Program Completers: **98**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	Number Tested	Number Passed	Pass Rate	Pass Rate	Number Tested	Number Passed	Pass Rate
Basic Skills							
CBEST	98	98	100%	100%	n/a	--	--
Aggregate	**98**	**98**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	69	67	97%	99%	n/a	--	--
Aggregate	**69**	**67**	**97%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	5	--	--	98%	n/a	--	--
Praxis II English	5	--	--	99%	n/a	--	--
Biology S* (04 + 05)	2	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	2	--	--	99%	n/a	--	--
Science Praxis Test II	1	--	--	100%	n/a	--	--
Chemistry S* (04 + 06)	2	--	--	100%	n/a	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	n/a	--	--
Geoscience S* (04 + 07)	1	--	--	97%	n/a	--	--
Social Science S* (03)	4	--	--	99%	n/a	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	98%	n/a	--	--
Aggregate	**14**	**14**	**100%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	n/a	--	--
Aggregate	**7**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**98**	**96**	**98%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **University of San Francisco**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate handicapped specialist and the multiple and single subject preliminary (SB 2042) credentials with option to add a Bilingual (BCLAD) emphasis. The Teacher Education program also provides internship programs as well as a cohort program focused on justice issues through the Center for Teaching Excellence and Social Justice. 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 2003-2004

The Mild/Moderate Education Specialist Credential Program, a two-year on-the-job training program, is housed in the Learning and Instruction Department. Curriculum is taught by faculty and doctoral students in Special Education. Instruction is aligned with job demands. Upon completion of the 37-unit credential program, candidates are eligible to earn a Masters degree by completing 6 additional units. On an intern credential, candidates earn a teacher's salary and benefits. Scholarship funds are available (Office of Special Education Programs, AmeriCorps Education Awards program).

The Multiple and Single Subject Preliminary (SB 2042) Credential Program, with option for a Bilingual emphasis (BCLAD in Spanish or Filipino), is housed in the Teacher Education Department. An internship program, similar to the Special Education program, is available. It provides on-the-job training during which candidates earn a teacher's salary and benefits while completing credential requirements. Combined credential/masters programs vary in units depending on the options selected, but typically take two years. Masters options (7) include the Master of Arts in Teaching, Educational Technology, Teaching English as a Second Language, Teaching Reading, Multicultural Literature for Children and Young Adults, and Catholic School Teaching or Catholic School Leadership. The curriculum focuses on foundational studies and emphasizes three core themes: philosophical inquiry into educational problems and practices, education as an instrument for promoting a more just society, and concern for the individual developmental needs of children and adolescents. Scholarship funds are available (Title VII grant, AmeriCorps Education Awards

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	230	230	0
Single Subject Candidates	154	154	0
Education Specialist Candidates	48	0	48
Totals	432	384	48

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	136	136	0
Single Subject Candidates	84	84	0
Education Specialist Candidates	48	0	48
Totals	268	220	48

Institution/Program: **University of San Francisco**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**20**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	18	0	0
Single Subject Programs	**22**	**0**	**0**
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	20	0	0
Education Specialist Programs	**0**	**16**	**0**
In Academic Positions with Rights and Responsibilities	0	7	0
In Non-Academic Positions without Rights and Responsibilities	0	9	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **University of San Francisco**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:23**
Institution: **594 - University of San Francisco**
Number of Program Completers: **190**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	169	168	99%	100%	20	20	100%
Aggregate	**169**	**168**	**99%**	**100%**	**20**	**20**	**100%**
Professional Knowledge/Pedagogy							
RICA	106	103	97%	98%	20	19	95%
Aggregate	**106**	**103**	**97%**	**98%**	**20**	**19**	**95%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
English S* (01)	3	--	--	94%	0	--	--
Praxis II English	3	--	--	100%	0	--	--
Math S* (02)	1	--	--	93%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Social Science S* (03)	3	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	99%	0	--	--
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	99%	0	--	--
CSET English IV	7	--	--	99%	0	--	--
CSET Social Sci I	9	--	--	100%	0	--	--
CSET Social Sci II	9	--	--	100%	0	--	--
CSET Social Sci III	9	--	--	100%	0	--	--
CSET Science I	4	--	--	100%	0	--	--
CSET Science II	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
Aggregate	**28**	**27**	**96%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	50	50	100%	100%	0	--	--
Business S* (15)	1	--	--	96%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
CSET MSE I	19	19	100%	100%	0	--	--
CSET MSE II	19	18	95%	99%	0	--	--
CSET MSE III	19	19	100%	100%	0	--	--
Aggregate	**71**	**70**	**99%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**169**	**163**	**96%**	**98%**	**20**	**19**	**95%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:41**
Institution: **594 - University of San Francisco**
Number of Program Completers: **107**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	107	107	100%	100%	n/a	--	--
Aggregate	**107**	**107**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	107	107	100%	99%	n/a	--	--
Aggregate	**107**	**107**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	65	65	100%	100%	n/a	--	--
Aggregate	**65**	**65**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**107**	**107**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **University of San Francisco**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

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 18 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	29	29	
Single Subject Candidates	9	9	
Education Specialist Candidates	12	12	
Totals	50	50	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	29	29	
Single Subject Candidates	9	9	
Education Specialist Candidates	12	12	
Totals	50	50	

Institution/Program: **University of Southern California**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **University of Southern California**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	22	24	528
Single Subject Programs	22	24	528
Education Specialist Programs	35	9	315

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:24**
Institution: **596 - University of Southern California**
Number of Program Completers: **50**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	50	50	100%	100%	0	--	--
Aggregate	**50**	**50**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	34	33	97%	98%	0	--	--
Aggregate	**34**	**33**	**97%**	**98%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	2	--	--	100%	0	--	--
CSET MSE I	4	--	--	100%	0	--	--
CSET MSE II	4	--	--	99%	0	--	--
CSET MSE III	4	--	--	100%	0	--	--
Aggregate	**6**	**--**	**--**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**50**	**48**	**96%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:46**
Institution: **596 - University of Southern California**
Number of Program Completers: **82**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	82	82	100%	100%	n/a	--	--
Aggregate	**82**	**82**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	62	62	100%	99%	n/a	--	--
Aggregate	**62**	**62**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	4	--	--	98%	n/a	--	--
Praxis II English	4	--	--	99%	n/a	--	--
Korean S* (25)	1	--	--	100%	n/a	--	--
Spanish S* (10)	1	--	--	98%	n/a	--	--
Spanish: Skills Praxis II (0192)	1	--	--	96%	n/a	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	n/a	--	--
Math S* (02)	2	--	--	99%	n/a	--	--
Math Praxis II (0063 + 0064)	2	--	--	98%	n/a	--	--
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Physics S* (04 + 08)	1	--	--	100%	n/a	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	n/a	--	--
Aggregate	**10**	**8**	**80%**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	11	11	100%	100%	n/a	--	--
CSET MSE I	1	--	--	74%	n/a	--	--
CSET MSE II	1	--	--	53%	n/a	--	--
Aggregate	**12**	**11**	**92%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**82**	**79**	**96%**	**99%**	**n/a**	**--**	**--**

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Use your program completer worksheet.

Institution/Program: **University of Southern California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Benerd School of Education successfully completed accreditation review by the California Commission on Teacher Credentialing and NCATE after a joint CCTC and NCATE team visit in March 2004. The Committee on Accreditation for California granted full approval for accreditation for all credential programs and the unit in May 2004. The Unit Accreditation Board for NCATE granted full accreditation for the unit and programs at its October 2004 meeting.

The Multiple Subject program with the Comprehensive Teacher Education Institute grant with the Lodi Unified School District received an award for "Quality Education for Distinguished Service to Children and the Preparation of Teachers" by the California Council on Teacher Education on April 2, 2004.

The Senate Bill 2042 Teacher Preparation Programs for the Multiple and Single Subject Preliminary Credentials were all approved and new courses were implemented, particularly courses in "Teaching and Assessment," "Teaching English Learners," and "Teaching in the Content Areas" for the Single Subject Credential. The "Teaching Exceptional Learners" course for the SB 2042 credentials was re-designed and offered in Fall Semester 2004.

Two faculty members were successfully recruited: one in Special Education, and one in instructional technology and teacher education.

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 2003-2004

All courses for the Senate Bill 2042 programs for the Multiple and Single Subject Preliminary Credentials were implemented in Fall Semester 2004. A new SB 2042 course, Teaching Exceptional Learners,was offered in Fall semester 2004.

A grant proposal for the Comprehensive Teacher Education Institute grant from the California Department of Education was approved for the Lodi Unified School District and the Multiple Subject program in March 2005.

The School of Education developed a unified assessment plan for the School in response to 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 2003-2004 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	99	4
Single Subject Candidates	64	60	4
Education Specialist Candidates	17	16	1
Totals	184	175	9

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	34	4
Single Subject Candidates	25	21	4
Education Specialist Candidates	4	3	1
Totals	67	58	9

Institution/Program: **University of the Pacific**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**6**	**4**	**0**
In Academic Positions with Rights and Responsibilities	5	3	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0
Single Subject Programs	**7**	**3**	**0**
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	2	1	0
Education Specialist Programs	**1**	**1**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	1	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15:1	27:1	0:1
Single Subject Programs	15:1	27:1	0:1
Education Specialist Programs	15:1	27:1	0:1

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

Institution/Program: **University of the Pacific**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	40	16	640
Single Subject Programs	40	16	640
Education Specialist Programs	40	16	640

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:22**
Institution: **588 - University of the Pacific**
Number of Program Completers: **67**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	57	57	100%	100%	9	--	--
Aggregate	**57**	**57**	**100%**	**100%**	**9**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	35	34	97%	98%	5	--	--
Aggregate	**35**	**34**	**97%**	**98%**	**5**	**--**	**--**
Academic Content Areas							
Art S* (12)	0	--	--	98%	1	--	--
Art Praxis II (0131 + 0132)	0	--	--	95%	1	--	--
CSET Social Sci I	0	--	--	100%	1	--	--
CSET Social Sci II	0	--	--	100%	1	--	--
CSET Social Sci III	0	--	--	100%	1	--	--
Aggregate	**0**	**--**	**--**	**97%**	**2**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
CSET MSE I	3	--	--	100%	1	--	--
CSET MSE II	3	--	--	99%	1	--	--
CSET MSE III	3	--	--	100%	1	--	--
Aggregate	**7**	**--**	**--**	**99%**	**1**	**--**	**--**
Summary Totals and Pass Rate	**57**	**55**	**96%**	**98%**	**9**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:21**
Institution: **588 - University of the Pacific**
Number of Program Completers: **46**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	46	46	100%	100%	n/a	--	--
Aggregate	**46**	**46**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	28	28	100%	99%	n/a	--	--
Aggregate	**28**	**28**	**100%**	**99%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	n/a	--	--
Aggregate	**5**	**--**	**--**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**46**	**46**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **University of the Pacific**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 learning community in which teachers develop the professional relationships, skills, and knowledge base necessary to empower ALL students to reach their highest potential. This program integrates vibrant Christian faith with all facets of learning and life.

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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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 2003-2004

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 2003-2004 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	35	0
Single Subject Candidates	19	19	0
Education Specialist Candidates	0	0	0
Totals	54	54	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	35	35	0
Single Subject Candidates	19	19	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 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**13**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	8	0	
Single Subject Programs	**7**	**0**	**0**
In Academic Positions with Rights and Responsibilities	5	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 2003-2004*

	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 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:21**
Institution: **580 - Vanguard Univ of Southern California**
Number of Program Completers: **54**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	54	54	100%	100%	0	--	--
Aggregate	**54**	**54**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	35	35	100%	98%	0	--	--
Aggregate	**35**	**35**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	94%	0	--	--
Praxis II English	1	--	--	100%	0	--	--
Music S* (13)	2	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	92%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	100%	0	--	--
Social Science S* (03)	1	--	--	95%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	99%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
Aggregate	**10**	**10**	**100%**	**97%**	**0**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	100%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
CSET MSE I	11	11	100%	100%	0	--	--
CSET MSE II	11	11	100%	99%	0	--	--
CSET MSE III	11	11	100%	100%	0	--	--
Aggregate	**18**	**18**	**100%**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**54**	**54**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:42:58**
Institution: **580 - Vanguard Univ of Southern California**
Number of Program Completers: **34**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	34	34	100%	100%	n/a	--	--
Aggregate	**34**	**34**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	26	25	96%	99%	n/a	--	--
Aggregate	**26**	**25**	**96%**	**99%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**34**	**33**	**97%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Use your program completer worksheet.

Institution/Program: **Vanguard University of Southern California**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **Western Governor's University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Western Governors University (WGU) is the only regionally accredited university in the U.S. offering competency-based, online degrees. WGU was founded by the governors of 11 western states (a number that has since grown to 19 member states) who anticipated the potential of distance learning technologies to assist in addressing one of their most pressing problems—rapid population growth confronted by limited public funds for educational services. The university was incorporated in 1997 and enrolled its first degree-seeking candidates in 1999. The Teachers College enrolled its first candidates in March of 2003, and has as a consistent element of its mission to be a truly national college of education, providing avenues for certification in all 50 states and the District of Columbia.

Institutional Vision and Mission
Western Governors University's vision is to deliver exemplary, lower-cost higher education opportunities; and, as a result, be recognized as the premier competency-based, online, and truly national university.
The mission of Western Governors University is to improve quality and expand access to post-secondary educational opportunities by providing a means for individuals to learn independent of time and place and to earn competency-based degrees and other credentials that are credible to both academic institutions and employers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

The Bachelor of Arts in Interdisciplinary Studies builds logically on the University's general education foundation. Currently, the program is approved for initial licensure in AZ, CA, NM, TN, and UT. Over the past eighteen months, the program has gained acceptance in 19 additional states. As a result, through these program agreements and additional reciprocity agreements with other states, students matriculated in the elementary education pre-K – 8 B.A. degree programs are eligible for initial teacher licensure either through acceptance/approval or reciprocity in 48 of the US, Washington, DC and Guam. The path students take to licensure is carefully monitored by WGU-TC staff to assure that it is the most cost-effective and least duplicative for the student. It typically takes an additional two to four months following program graduation for students to receive initial licensure (due to state processing requirements). Reciprocity takes longer.

Our assessment items are of two types: 1) objective test items for comprehensive competency exams, and 2) performance tasks. The faculty helped to rewrite performance tasks, realign aspects of the grading rubrics and identify learning resources for sourcing the tasks. We hired outside writers to help our faculty write objective assessment items and align them to resources. Over the course of these six months, we will write, review and edit more than 1500 juried test items to flesh out our database while increasing our item pool. We apply a robust, multi-level review process of style, content, and contextual fit to all items we develop. This resulting increased item pool will enable multiple versions of each assessment that can be

Institution/Program: **Western Governor's University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

Many challenges face us in the degree programs as we address credentialing and licensing students that complete our academic programs. Most universities license students in one state. We are working to license in all fifty states. Placing and supervising students wishing to certify in all fifty states (not to mention constant pressure to offer Demonstration Teaching experiences outside the fifty states) is a constant challenge to Teachers College staff. We are challenged on a daily basis to keep our processes up to date, require the appropriate assessments, and to keep the licensure processes as simple as possible for WGU students. Managing the many individual state requirements has required the addition of staff to the administrative arm of the Teachers College.

Perhaps the greatest challenge in the degree programs is articulating the nature of the program to prospective students. Student survey results indicate that students often find the programs confusing and they don't always know what to do next. Students enter WGU degree programs with an unreasonable sense of the time commitment one must make in order to complete their degrees and gain initial certification within 48 months (the traditional time to completion expectation for bachelor degree programs). Another area of frustration for students is the twelve-week requirement for Demonstration Teaching. Adult students with full-time jobs and family obligations have a difficult time quitting their jobs in order to complete this requirement.

The location of additional learning resources in the key curriculum areas of Precalculus, Calculus, and Linear Algebra remains a challenge for the mathematics faculty. We have made important progress in these

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

Note - This is a new program. Data for Part C not available.

Institution/Program: **Western Governor's University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004
in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	58	58	0
Single Subject Candidates	38	38	0
Education Specialist Candidates	0	0	0
Totals	96	96	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1	1	0
Single Subject Candidates	1	1	0
Education Specialist Candidates	0	0	0
Totals	2	2	0

Institution/Program: **Western Governor's University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	**1**	**0**	**0**
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject 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
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 2003-2004*

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

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

Institution/Program: **Western Governor's University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	35	12	420
Single Subject Programs	35	12	420
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

Institution/Program: Western Governor's University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004

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

Institution/Program: Western Governor's University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001 Cohort Update

Institution/Program: **Western Governor's University**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

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

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 2003-2004

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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	3	3	0
Education Specialist Candidates	0	0	0
Totals	17	17	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	14	14	0
Single Subject Candidates	3	3	0
Education Specialist Candidates	0	0	0
Totals	17	17	0

Institution/Program: **Westmont College**

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

Number of Supervising Teachers During 2003-2004
(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	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 2003-2004*

	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 2003-2004

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

Duration of Required Candidate Participation in Intern Programs in 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:24**
Institution: **598 - Westmont College**
Number of Program Completers: **17**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	17	17	100%	100%	0	--	--
Aggregate	**17**	**17**	**100%**	**100%**	**0**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	14	14	100%	98%	0	--	--
Aggregate	**14**	**14**	**100%**	**98%**	**0**	**--**	**--**
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	99%	0	--	--
CSET English IV	1	--	--	99%	0	--	--
Aggregate	**1**	**--**	**--**	**97%**	**0**	**--**	**--**
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	99%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Aggregate	**9**	**--**	**--**	**99%**	**0**	**--**	**--**
Summary Totals and Pass Rate	**17**	**17**	**100%**	**98%**	**0**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:47**
Institution: **598 - Westmont College**
Number of Program Completers: **15**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	15	15	100%	100%	n/a	--	--
Aggregate	**15**	**15**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	13	13	100%	99%	n/a	--	--
Aggregate	**13**	**13**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
Biology S* (04 + 05)	1	--	--	99%	n/a	--	--
Biology Praxis II (0233 + 0433)	1	--	--	99%	n/a	--	--
Aggregate	**1**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**15**	**15**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Westmont College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(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 2003-2004

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 2003-2004

All multiple subject and single subjects credenital candidates have been transitioned into the SB2042 credential program. 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 2003-2004 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	78	58	20
Single Subject Candidates	58	43	15
Education Specialist Candidates			
Totals	136	101	35

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2003-2004

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	51	31	20
Single Subject Candidates	24	9	15
Education Specialist Candidates			
Totals	75	40	35

Institution/Program: **Whittier College**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **Whittier College**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

California Title II Reporting

Annual Institution Report

Program Year: 2003-2004

Process date: **03-28-05 11:22:24**
Institution: **600 - Whittier College**
Number of Program Completers: **75**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	40	40	100%	100%	35	35	100%
Aggregate	**40**	**40**	**100%**	**100%**	**35**	**35**	**100%**
Professional Knowledge/Pedagogy							
RICA	29	26	90%	98%	16	16	100%
Aggregate	**29**	**26**	**90%**	**98%**	**16**	**16**	**100%**
Academic Content Areas							
Art S* (12)	1	--	--	98%	0	--	--
Art Praxis II (0131 + 0132)	1	--	--	95%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	100%	1	--	--
Social Science S* (03)	0	--	--	95%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	99%	2	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	99%	1	--	--
CSET English IV	1	--	--	99%	1	--	--
CSET Math I	1	--	--	98%	0	--	--
CSET Math II	1	--	--	98%	0	--	--
CSET Math III	1	--	--	90%	0	--	--
CSET Social Sci I	0	--	--	100%	3	--	--
CSET Social Sci II	0	--	--	100%	3	--	--
CSET Social Sci III	0	--	--	100%	3	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
Aggregate	**4**	**--**	**--**	**97%**	**7**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	3	--	--	100%	5	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
CSET MSE I	15	15	100%	100%	4	--	--
CSET MSE II	15	15	100%	99%	4	--	--
CSET MSE III	15	15	100%	100%	4	--	--
Aggregate	**18**	**18**	**100%**	**99%**	**10**	**10**	**100%**
Summary Totals and Pass Rate	**40**	**37**	**93%**	**98%**	**35**	**34**	**97%**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary Scho Admission Test Board or the SSAT test developed and administered by that organizatior

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

California Title II Reporting

2000-2001 Third Year Cohort Update

Program Year: 2000-2001

Process date: **04-01-05 11:43:52**
Institution: **600 - Whittier College**
Number of Program Completers: **70**

	Regular Program Completers				Alternative Route Completers (Interns, SB57)		
	Institution			Statewide	Institution		
Test Field/Category	**Number Tested**	**Number Passed**	**Pass Rate**	**Pass Rate**	**Number Tested**	**Number Passed**	**Pass Rate**
Basic Skills							
CBEST	70	70	100%	100%	n/a	--	--
Aggregate	**70**	**70**	**100%**	**100%**	**n/a**	**--**	**--**
Professional Knowledge/Pedagogy							
RICA	57	57	100%	99%	n/a	--	--
Aggregate	**57**	**57**	**100%**	**99%**	**n/a**	**--**	**--**
Academic Content Areas							
English S* (01)	1	--	--	98%	n/a	--	--
Praxis II English	1	--	--	99%	n/a	--	--
Aggregate	**1**	**--**	**--**	**98%**	**n/a**	**--**	**--**
Other Content Areas							
MSAT (0140 + 0151)	24	24	100%	100%	n/a	--	--
Aggregate	**24**	**24**	**100%**	**100%**	**n/a**	**--**	**--**
Summary Totals and Pass Rate	**70**	**70**	**100%**	**99%**	**n/a**	**--**	**--**

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

S* The California Commission on Teacher Credentialing, under contract with National Evaluation Systems, Inc. (NES), has developed the Single Subject Assessments for Teaching (SSAT) program solely for the purpose of teacher credentialing in California.

The Commission, NES, and the program are not associated with nor sponsored by the Secondary School Admission Test Board or the SSAT test developed and administered by that organization.

Important: Do NOT use this report to revise your program completer information.
Use your program completer worksheet.

Institution/Program: **Whittier College**

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2003-2004
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: **William Jessup University**

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

William Jessup University's mission statement:

In partnership with the church, the purpose of William Jessup University is to prepare Christians for leadership and service in church and society through Christian higher education, spiritual formation and directed experiences.

Specifically, the Credentials with Character program:
* Seeks to instill faith in the Bible, Jesus Christ, the Church and in other human beings that guides, informs and supports teaching as a profession and as a lifestyle.
* Seeks to encourage personal growth in students toward character attributes that demonstrate clear and positive relationships to truth, to people, to service and to excellence.
* Seeks to instill a love of knowledge and an appreciation for wisdom gained by humanity through the centuries.

William Jessup University's Credentials with Character program is offered in a four-year undergraduate format. This allows the student to earn a double major in Liberal Arts and Bible and Theology while completing the requirements for a recommendation for a California multiple subject teaching credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2003-2004

Institution/Program: **William Jessup University**

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2003-2004

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

Note - This is a new program. Data for Part B and Part C not available.

Institution/Program: **William Jessup University**

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2003-2004
in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching
During 2003-2004

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

Institution/Program: **William Jessup University**

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

Number of Supervising Teachers During 2003-2004
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2003-2004*

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

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

Institution/Program: **William Jessup University**

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2003-2004

	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 2003-2004

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

Institution/Program: William Jessup University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2003-2004

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

Institution/Program: William Jessup University

Part C: Required Quantitative Information Regarding the Pass Rates on Examinations Used for Multiple Subject, Single Subject, and Education Specialist (Level I) Credential Programs During 2000-2001 Cohort Update

Institution/Program: **William Jessup University**

Part D: Accreditation Status of the Teacher Preparation Program

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