California Commission on Teacher Credentialing

Annual Report Card on California Teacher Preparation Programs for the Academic Year 2004-2005

Office of Postsecondary Education
U.S. Department of Education

Annual Report on Teacher Preparation Programs: 2004-2005

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Annual Report Card on California Teacher Preparation Programs for Academic Year 2004-2005 as Required by Title II of the 1998 Reauthorization of the Higher Education Act

Introduction

This agenda item presents the 2004-2005 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 sixth 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 regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide 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 (USDE). Section 207 of Title II requires institutions to submit annual reports to states on the quality of teacher preparation programs. States are required to collect the information contained in these institutional reports and submit an annual report to the USDE that measures the success of teacher preparation programs and describes 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 to make the data contained in their annual reports available to the public and to prospective program applicants.

Institutional Report Cards for 2004-2005

Using the secure, web-based data transmission system developed by the Commission, all 92 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, 2006, in compliance with federal reporting deadlines set forth in Title II.

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

- Qualitative and contextual information regarding the Multiple Subject, Single Subject, and Education Specialist programs offered;
- Quantitative program information about candidates enrolled in teacher preparation programs, student-teacher supervisors, ratios between candidates and supervisors, and the numbers of program completers who completed programs during the 2004-2005 reporting period;
- For their 2004-05 program completers, the 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 2001-2002 program completer cohort, first reported by institutions in April 2003. Consistent with Title II regulations, this is the third 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 assessments and other requirements;
- A description of state teacher standards and the alignment between (a) state teacher certification or licensure requirements and assessments and (b) state student standards and assessments;
- Pass rates for each of the assessments used by the state for teacher certification and licensure for those who completed teacher preparation programs in 2004-2005. This section of the report will also include ranking, by quartile, of all of the teacher preparation programs within the state 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 2001-2002 cohort and reported in the Commission's second Annual Report Card on California Teacher Preparation Programs Required by Title II, submitted in October 2003. Title II regulations require that the Commission rerank, by quartile, teacher preparation programs in the state using 3-year updated data.

The *2004-2005 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 2004-2005* (Appendix B) is not included in the printed version of this agenda item. It is available for viewing on the electronic version found at the Commission's website at *www.ctc.ca.gov*.

If approved, the final version of the report will be available on the Commission website for public access in accordance with federal reporting guidelines. In order to meet the federal reporting deadlines, submission of the report to the U.S. Department of Education will be completed via the web-based Title II Data Collection System by October 10, 2006. Due to the specifications for the federal data collection system, the information in this report will be reformatted for web-based submission, and the Institutional Report Card information will not be included. However, this version of the state report in its entirety will be available via a hyperlink from the federal website to the Commission website.

Staff Recommendation

Staff recommends that the Commission approve the *2004-2005 Annual Report Card on California Teacher Preparation Programs*, so staff may transmit the reformatted web-based version of the report to the USDE on or before October 10, 2006.

Attachment A

Annual Report Card
on
California Teacher Preparation Programs
For
Academic Year 2004-2005

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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 regarding teacher preparation and licensing. The intent of Congress was that the programs and requirements of Title II would provide incentives for improving teacher preparation systems and provide greater accountability for ensuring teacher quality.

Title II established new reporting requirements for: (1) the sponsors of teacher preparation programs; (2) state agencies that certify new teachers for service in public schools; and (3) the Secretary of Education in the USDE. 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 USDE that includes information about teacher certification requirements, accountability and performance information about preparation programs, and a description of efforts to improve teacher quality.

Title II requires that, annually, the U.S. Secretary of Education compile all state reports into a single national report for submission to Congress. The national report provides comprehensive national data on the manner in which institutions prepare teachers, including pass rate data on assessments required for certification or licensure. The report also describes what states require of individuals before they are allowed to teach, and how institutions and states are raising standards for the teaching profession. This report contains the information that will be submitted to the U.S. Department of Education in October 2006 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, and the enforcement of professional practices of educators in the State of California. The Commission works to ensure that those who educate the children of California are academically and professionally prepared.

The Commission carries out its statutory mandates by:

- Conducting regulatory and certification activities;
- Developing preparation and performance standards in alignment with state-adopted academic content standards;
- Proposing policies in credential-related areas;

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

The 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	Leslie Littman Designee, Office of the Superintendent of Public Instruction
Jon Stordahl, Vice Chair Teacher	Aida Molina Administrative Representative
Catherine Banker Public Representative	David Pearson Faculty Representative
Paula Cordeiro Public Representative	Marilyn McGrath California Postsecondary Education Commission
Cindy Dodge Non-Administrative Service Credential	Karen Symms Gallagher Association of Independent California Colleges and Universities
Guillermo Gomez Teacher	Athena Waite Regents, University of California
Gloria Grant Teacher	Beverly Young California State University
John G. Kenney Teacher	

****As of June 2006, there are four 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 K-12 student 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.

California has worked hard to maintain its progress in improving teacher quality and student achievement despite the direst fiscal situation in state history, which has decreased somewhat during 2004-05. The state's economy has continued to struggle leaving the state and local school districts 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 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 2004-2005 school year, the California Department of Education reports that there were more than 6.32 million children enrolled in California's 9,372 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 46.8% of California children enrolled in kindergarten through 12th grade are Hispanic or Latino, 31.3% are white, 11.3% are Asian, Filipino or Pacific Islander, 8% are African American, and almost 0.8% 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 67% 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 2004-2005 indicates a continuing decline in enrollment from 2001-2002 through 2004-2005. 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 4.2 percent, and enrollment declined across both multiple subject and education specialist programs between 2003-2004 and 2004-2005. The Single Subject credential programs have seen a slight increase in enrollment.

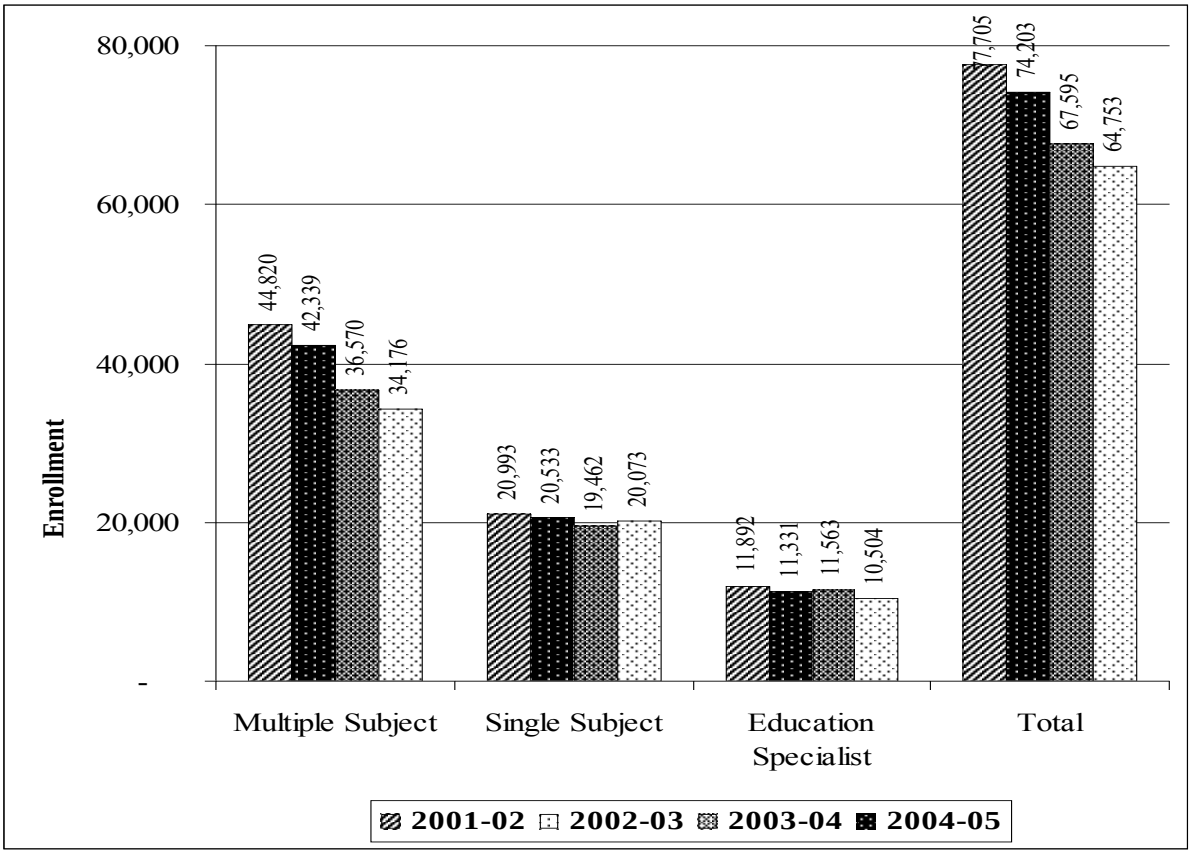
Table 2: Teacher Preparation Program Enrollment

	2001-2002	2002-2003	2003-2004	2004-2005	One year change
Multiple Subject	44,820	42,339	36,570	34,176	-6.5%
Single Subject	20,993	20,533	19,462	20,073	3.1%
Education Specialist	11,892	11,331	11,563	10,504	-9.2%
Total	77,705	74,203	67,595	64,753	-4.2%

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

[1] *Fact Book 2006 Handbook of Education Information*, California Department of Education, 2006

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 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 CSET in the areas of Art, English, languages other than English (LOTE), mathematics, music, physical education, social science, biological science, chemistry, geoscience, and physics; Praxis and S S A T in the areas of agriculture, art, business, health science, home economics, industrial and technology education, languages other than English, mathematics, music, physical education, sciences, and social sciences.
- Third year updated pass rate information for the 2001-2002 cohort.

✓ Copies of institutional report cards that were submitted in April 2006. 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 2004-2005 reporting period; and
- Pass rate data for all assessments used by the state for initial credentialing.
- Third year updated pass rate information for 2001-2002 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 for their initial teaching credential and then additional 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 Teaching Credential. The Commission issues credentials for other educational occupations requiring state certification, such as child development teachers and school counselors, psychologists, 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)
Mathematics, Foundational-level	Social Science
Music	

The Education Specialist Instruction Credential authorizes individuals to teach students with 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 Teaching 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.

Requirements for First- and Second-level Certification

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

> **Type A (Level I) certificate** means a certificate issued upon completion of an approved program to an applicant and 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 Clear Level II Ed 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 (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 induction program offered by a school district, county office, or consortia;
- a Commission-approved Professional Teacher Induction Program offered by a college or university; or
- a Commission-approved fifth year of study and advanced coursework only when there is no induction.

Although completion of an induction program is the required route to a professional clear SB 2042 credential, current law continues to provide that, if an induction program is not available, the candidate who obtained their preliminary credential before August 29, 2004 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, and computer technology, plus either coursework or an examination 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, clarifies induction as the only required route to the professional clear SB 2042 credential for candidates issued their preliminary on or after August 29, 2004 and requires that the Commission adopt regulations to implement the provisions of the law.

National Board Certification is also 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 2004-2005, 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

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 commission-accredited 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. *The subject-matter examination option is available to those individuals who completed the subject-matter program and enrolled in a multiple subject teacher preparation program prior to July 1, 2004. For individuals enrolled in blended programs, candidates must be continuously enrolled and complete either a Ryan blended program by December 31, 2008 or an SB 2042 blended by June 30, 2009.	**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 advanced coursework for teaching English Learners. *Option 2:* Completion of a Commission-approved professional teacher induction program which includes advanced study in all of the following: health education, special populations, computer technology, and teaching English Learners (option available only to 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 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 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 only to 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 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 CCTC 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 or internship 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 Instructional Credential *and* ▪ Completion of an individualized induction plan; ▪ Completion of course in health education; ▪ Completion of a course in advanced computer technology in educational settings; ▪ Verification of two years of successful experience in a California public school (or private school with equivalent status) while holding the Preliminary Level I Education Specialist Instruction Credential; and ▪ Formal recommendation by the California teacher preparation program sponsor with a Commission-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 several 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 2004-05; (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 2004-05 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 pass an assessment covering 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 during the completion of baccalaureate degree requirements. The reading and math sections of the CBEST consist entirely of multiple-choice questions while the writing section requires examinees to construct two brief essays in response to specific topics. The test is delivered in English and all responses must be in English.

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	10-120
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 and, to obtain certification, their candidates must pass 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, their choice. The Written Examination is a pencil and paper assessment that consists of multiple-choice and constructed-response questions. The Video Performance Assessment centers on a set of three candidate-created videotape packets that show the candidate teaching reading in a variety of settings: whole class, small group, and individual. Additionally, each video packet must include the videotaped instruction, a written instructional context form, and a written reflection form. Only about 1 percent of candidates utilize the video performance option when taking the RICA.

Candidates must pass RICA before they can be recommended for an initial credential, but passage is not required for candidates to complete a teacher preparation program. 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) to pass the RICA prior to attaining their credential. Passage of this assessment is not a requirement for the Single Subject Teaching Credential or for the Education Specialist in ECE.

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 resulted in the Commission on Teacher Credentialing and the State Board of Education working 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 2004-2005.

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 2004-2005, California verified a single subject candidate's knowledge of an academic content area by one of two methods: achievement of a passing score on an appropriate subject matter examination or completion of a Commission-approved subject-matter program or its equivalent. In almost all cases, multiple subject candidates must now satisfy this requirement through the exam option. 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 77% of Multiple Subjects credential candidates and 56% 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

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 in multiple subjects, English, mathematics, and social science. All teacher candidates satisfying subject matter requirement for California certification by examination will now have to take the CSET. A brief transition period for those candidates who had passed various parts of the SSAT/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. Because a passing score on a subject matter examination is valid for five years from the date of the test administration, individuals who passed the prior testing program before the cut-off date but within 5 years may still use those exams towards certification.

The Commission has also developed new subject matter requirements and standards in the areas of music, physical education, all but one language other than English, and art as Phase Two. 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.

The Phase Three, new subject matter requirements and standards have been 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 replaced in fall 2005. The prior testing program required a single test for the applicable subject and no one had partially completed the old examination route. Because of this, a transition period was not needed.

Table 9 lists the examinations used in 2004-2005 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. Most content areas require candidates to take more than one exam.[3]

[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	
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
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 and English Language Praxis II English Language, Literature and Composition: Essays
	CSET Subtest I: Literature and Textual Analysis; Composition and Rhetoric CSET Subtest II: Language, Linguistics, and Literacy CSET Subtest III: Composition and Rhetoric; Literature and Textual Analysis CSET Subtest IV: Communications: Speech, Media, and Creative Performance
Health Science[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

Table 9: Subject Matter Examinations for Preliminary Credentials	
Subject	**Examination Name**
	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
Languages Other than English	
- American Sign Language (a new subject area: administered for the first time on November 5, 2005)	CSET Subtest I: Literary and Cultural Texts and Traditions; Cultural Analysis and Comparisons CSET Subtest II: General Linguistics; Linguistics of the Target Language – American Sign Language (Language Structures; Contrastive Analysis; Sociolinguistics and Pragmatics) CSET Subtest III: Linguistics of the Target Language – American Sign Language (Error Analysis); Language and Communication: Receptive Comprehension; Language and Communication: Expressive Production
- 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, and 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, and 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, and 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, and 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, and Oral

Table 9: Subject Matter Examinations for Preliminary Credentials	
Subject	**Examination Name**
	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, and Oral Expression
- 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, and 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, and 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, and 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

Table 9: Subject Matter Examinations for Preliminary Credentials	
Subject	**Examination Name**
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
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 and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on January 25, 2003.

[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 LOTE examinations in German, Japanese, Korean, Mandarin, Punjabi, Russian, and Vietnamese, only S S A T scores from an administration prior to June 30, 2004, and within 5 years of credential issuance 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, and within 5 years of credential issuance 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, and within 5 years of credential issuance may be used towards California certification. The CSETs in these areas were first administered on September 10, 2005.

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 a result of this, 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 SB 2042 standards.[4] They are as follows:

- *Standards of Quality and Effectiveness for Elementary Subject Matter Preparation*, adopted September 2001.
- *Standards of Quality and Effectiveness for 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, and Multiple Subjects (Elementary School Teaching).

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

In addition to the requirements identified in the *Teacher Certification in California* section of this report, the Commission has established Teaching Performance Expectations that describe

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

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

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

Standards of Quality and Effectiveness for Teacher Preparation Programs. California Commission on Teacher Credentialing. Available online at: www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf.

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-prep/standards/speced.pdf

The Standards of Quality and Effectiveness for Professional 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) course route, the recently established California Teacher of English Learners (CTEL) exam routes, and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) examination route are available to these teachers.

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 currently developed new subject matter requirements and standards in five additional subject areas – agriculture, business, health science, home economics, industrial and technology education, and LOTE in American Sign Language (ASL). They were approved by the Commission at their Jan-Feb 2005 meeting.

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

Alignment of Teacher Credential Standards with California Student Content Standards

SB 2042 requires that each candidate recommended for a credential demonstrate satisfactory ability to assist students to meet or exceed state content and performance standards for pupils, 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 2004-2005 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 92 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 2004-2005 academic year.

In addition, this section of the report also explains the third year cohort update pass rate data for the 2001-2002 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 RICA performance data in this report are specific to candidates completing Multiple Subject and Education Specialist credential programs only.

Table 10: Description of the Assessments Used

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

Institutional Pass-rate Data for Academic Year 2004-2005

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 and the Education Specialist Credential.

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 and subject areas 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 2004-2005 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 2004-2005 academic year are high, from 92% 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 92% 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 94% to 100%. Pass rates for the RICA for alternative routes to certification range from 93% to 100%. Because the content of the RICA is taught during program coursework for Multiple Subject and Education Specialist credentials, pass rates for this exam are high. As noted earlier, the content knowledge assessed by 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 2004-2005

24,735 Total number of persons who received initial certification or licensure in the state during the 2004-2005 academic year. This number includes individuals who completed programs of professional preparation through a postsecondary institution or school district:

Credential Type	Number
Multiple Subject	14,155
Single Subject	7,763
Education Specialist	2,817

3,304 Total number of persons above who completed their teacher preparation outside of California and received initial certification or licensure in California during the 2004-2005 academic year.

Credential Type	Number
Multiple Subject	1,564
Single Subject	1,423
Education Specialist	317

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 2001-2002.

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 nine 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. In August 2006, the Commission took action to restart state accreditation site visits for all program sponsors beginning in 2007-08. To a large measure, these actions were taken because all institutions offering educator preparation in California had 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. Review has been completed and recommendations presented to the Commission on October

[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.

2005. The Commission received the recommendations and should be taking action to revise the accreditation system in Fall 2006.

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 to 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 Teacher Preparation Programs for Multiple and Single Subject Credentials*. Available online at http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf

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-one 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 initial 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 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 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 took 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, were also taken into consideration in the review.

The review has been completed and recommendations presented to the Commission on October 2005. The Commission requested additional stakeholder feedback, which staff acquired during December 2005 to February 2006. Results and recommendations were presented to the Commission at the April 2006 meeting. The Commission received the recommendations and should be taking action to revise the accreditation system in Fall 2006. Any changes adopted by the Commission will be reported in the 2006 Title II report.

Waivers of State Certification Requirements

During the 2004-2005 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 6.3 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 *Teacher Supply in California 2004-05: A Report to the Legislature* , the number of emergency teaching permits issued was 7,766 which is a 24.2 percent decrease from 2003-04.[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, 475 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 2006 – Handbook of Education Information,* California Department of Education, 2005. Available on line at www.cde.ca.gov/re/pn/fb/documents/factbook2006.pdf

[12] *2004-2005 Annual Report: Emergency Permits and Credential Waivers.* Available on line at: www.ctc.ca.gov/reports/TS_2004_2005.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 2004-2005.

Provisions for Persons Teaching Without Full Certification

Description of Waiver Categories
The Commission uses four types of documents that "waive" state credential requirements and authorize non-credentialed individuals to teach in public schools: Pre-Intern Certificates, Individualized Internship Certificates, Emergency Permits, and Credential Waivers. All but the Credential Waivers will be phased out during 2005-2006. 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

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 by June 2006, the Governor and the Legislature funded the pre-intern program for 2004-05 and 2005-06 fiscal years 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. Pre-Intern certificates are no longer being issued or renewed.
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 certain 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.

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.
Individ-ualized Internship Certificate	1 Year	4	The Individualized Intern Certificate (IIC) was available at the request of an employing agency for individuals who verified the following: • Possession of a bachelors degree • Passage of the CBEST • Completion of the subject matter requirement needed for the multiple subject or single subject teaching credential appropriate to the authorization requested. On November 2, 2005, it was determined that the Commission did not have the authority to issue the IIC. Those who were currently employed based on this document, were issued a non-renewable special temporary certificate with the same expiration date as their IIC so there would be minimal disruption to the students.

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, 2005. 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, 2005

Reporting Categories	Total Number of Teachers[14]	Number of Teachers Not Fully Certified[15]
State Totals	306,553	6,774
High-Poverty Districts[16]	84,049	2,028
All other Districts[17]	222,504	4,746
Reading/Language Arts (elementary)	137,506	1,700
Arts -- All levels	3,926	70
Bilingual Education/ESL -- All levels	166,348	1,724
Special Education -- All levels	26,945	2,757
Career/Technical Education -- All levels	3,637	54
English/Language Arts -- Middle, Jr. High, High School.	26,250	619
Foreign Language Arts -- Middle, Jr. High, High School.	5,429	183
Mathematics -- Middle, Jr. High, High School.	18,908	679
Science -- Middle, Jr. High, High School.	14,817	391
Social Studies -- Middle, Jr. High, High School.	16,029	348

[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 basic teaching credential and specialist 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. This was phased out in 2005-2006.

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.

Legislation enacted in 2001, SB 57 (Scott, Chapter 269 Statutes of 2001), allows qualified people to become multiple and single subject teachers by successfully completing the Teaching Foundations Examination (TFE) in their field and performance assessment in lieu of traditional teacher preparation course work and student teaching. Under SB 57, credential candidates still need to meet the existing requirements of a bachelor's degree, subject matter competence, US Constitution, computer technology, basic skills, and character fitness to qualify for a credential, and, for the multiple subject, the RICA. 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 this test may enter a state-funded teacher internship program, and be eligible for early completion of the program by passing the teaching performance assessment and being observed in a classroom setting. Observations by trained assessors will measure the candidate's skills in classroom management, instructional strategies, and assisting all students to learn. Individuals that are recommended by the programs would be awarded a preliminary teaching credential. Candidates have an early completion option to 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 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.

All teacher preparation programs in the state and 146 professional teacher induction programs have now been approved by the Commission as aligned with SB 2042.

As previously referenced in this report, the Commission finalized the development of all subject matter requirements, standards, and examinations including the last phase, which encompassed business, agriculture, health, home economics, and technology. The Commission also developed a new single subject 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 for 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 took 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 (i) the phase out of emergency permits, pre-intern certificates, and individualized internship certificates and (ii) 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 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 2004-2005 the number of emergency teaching permits decreased to 7,766 which is a 24.2 percent decrease from 2003-04. 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. Funding has been provided for this program for 2004-05 and 2005-06 in order to accommodate second year pre-interns and those with a need for accelerated subject matter preparation, but no new first year pre-interns will be admitted into the program.

Other Recent Efforts

One law that was passed during the 2005 legislative session that will likely affect teacher quality begins to address the need for highly qualified teachers in less commonly taught languages:

AB 420 (Horton, Chapter 390, Statutes of 2005) allows the Commission on Teacher Credentialing to establish guidelines for accepting alternative assessments performed by organizations that are expert in the language and culture assessed. This measure also required the Commission to submit an expenditure plan for the development of a subject matter examination in the Filipino language to the Department of Finance.

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 2004-2005 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 2004-2005 reporting period;
- Pass rate data for all assessments used by the state for initial credentialing; and
- Three year updated pass rate data for the 2001-2002 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 2004-2005**

Appendix A-2: **Pass-Rate Data for Alternative Routes to Teacher Certification Academic Year 2004-2005**

Appendix A-3: **Pass-Rate Data for Regular Teacher Preparation Programs Year 2001-2002, Third Year Cohort Update**

Appendix A-4: **Pass-Rate Data for Alternative Routes to Teacher Certification Year 2001-2002, 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, 2004-05

Legend: T = Program completers who took any required exam
P = Program completers who passed all required exam
% = Percent passed
Q = Quartitle[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	33	33	33	100	1	33	33	100	1	16	16	100	1	9				16	16	100	1
Antioch University Southern California	26	26	26	100	1	26	26	100	1	25	25	100	1					26	26	100	1
Argosy University	49	49	49	100	1	49	49	100	1	25	25	100	1	16	16	100	1	26	26	100	1
Azusa Pacific University	446	446	440	99	2	446	445	100	1	341	336	99	2	45	45	100	1	314	314	100	1
Bethany University	11	11	11	100	1	11	11	100	1	8				1				10	10	100	1
Biola University	101	100	100	100	1	100	100	100	1	62	62	100	1	8				25	25	100	1
CA Polytechnic State Univ.-SLO	198	198	198	100	1	198	198	100	1	110	110	100	1	23	23	100	1	78	78	100	1
CA State Polytechnic Univ.-Pomona	301	301	298	99	2	298	298	100	1	203	202	100	1	24	24	100	1	156	154	99	2
California Baptist University	144	144	140	97	3	144	144	100	1	101	99	98	3	20	18	90	3	88	88	100	1
California Lutheran University	109	108	106	98	3	108	108	100	1	71	71	100	1	20	18	90	3	54	54	100	1
Chapman University	957	957	950	99	2	953	953	100	1	568	566	100	1	269	267	99	2	565	562	99	2
Concordia University	130	129	127	98	3	128	128	100	1	97	95	98	3	19	19	100	1	96	96	100	1
CSU Bakersfield	419	419	412	98	2	419	418	100	1	313	307	98	3	43	43	100	1	276	276	100	1
CSU Channel Islands	93	93	93	100	1	92	92	100	1	87	87	100	1	4				78	78	100	1
CSU Chico	280	280	272	97	3	278	277	100	1	186	183	98	3	4				98	94	96	3

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T = Program completers who took any required exam
P = Program completers who passed 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 Dominguez Hills	522	519	509	98	3	516	516	100	1	372	371	100	1	62	55	89	4	241	239	99	2
CSU East Bay	271	271	264	97	3	271	271	100	1	194	192	99	2	47	47	100	1	189	183	97	2
CSU Fresno	637	636	585	92	4	635	635	100	1	479	453	95	4	12	12	100	1	344	307	89	4
CSU Fullerton	721	721	715	99	2	716	716	100	1	556	550	99	2	4				361	361	100	1
CSU Long Beach	968	966	947	98	3	962	962	100	1	635	617	97	3	90	89	99	2	485	485	100	1
CSU Los Angeles	688	685	657	96	4	684	684	100	1	449	421	94	4	71	71	100	1	180	180	100	1
CSU Monterey Bay	246	238	236	99	2	237	237	100	1	144	143	99	2	45	44	98	2	59	59	100	1
CSU Northridge	874	873	863	99	2	872	872	100	1	649	640	99	2	84	84	100	1	552	551	100	1
CSU Sacramento	526	526	526	100	1	526	526	100	1	373	373	100	1	53	53	100	1	319	319	100	1
CSU San Bernardino	428	428	426	100	1	428	428	100	1	346	344	99	2	33	33	100	1	263	263	100	1
CSU San Marcos	429	429	428	100	1	428	428	100	1	352	351	100	1	51	51	100	1	293	293	100	1
CSU Stanislaus	413	412	411	100	1	412	412	100	1	327	326	100	1	22	22	100	1	267	267	100	1
Dominican University of California	132	132	132	100	1	131	131	100	1	86	86	100	1	31	31	100	1	81	81	100	1
Fresno Pacific University	86	86	85	99	2	86	86	100	1	63	62	98	3	8				50	50	100	1
Holy Names University	13	13	13	100	1	13	13	100	1	12	12	100	1					9			

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T = Program completers who took any required exam % = Percent passed
P = Program completers who passed all required exam 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
Hope International University	16	16	15	94	4	16	16	100	1	16	15	94	4					16	16	100	1
Humboldt State University	134	134	134	100	1	133	133	100	1	87	87	100	1	11	11	100	1	85	85	100	1
InterAmerican College	4	4				4				2				2				2			
John F. Kennedy University	18	18	18	100	1	18	18	100	1	11	11	100	1	5				10	10	100	1
La Sierra University	29	28	26	93	4	28	28	100	1	19	18	95	4	4				13	12	92	4
Loyola Marymount University	148	148	144	97	3	148	148	100	1	91	91	100	1	42	41	98	2	88	85	97	2
Mills College	54	54	54	100	1	53	53	100	1	31	31	100	1								
Mount Saint Mary's College	47	47	46	98	3	46	46	100	1	32	31	97	3	10	10	100	1	20	20	100	1
National Hispanic University	19	19	19	100	1	19	19	100	1	15	15	100	1					10	10	100	1
National University	2255	2255	2161	96	4	2255	2255	100	1	1331	1238	93	4	582	582	100	1	1306	1305	100	1
New College of California	19	19	19	100	1	19	19	100	1	19	19	100	1								
Notre Dame de Namur University	50	50	49	98	3	49	49	100	1	35	35	100	1	5				29	29	100	1
Nova Southeastern University	5	5				5				5								5			
Occidental College	22	22	21	95	4	22	22	100	1	10	10	100	1	10	9	90	3	11	11	100	1
Pacific Oaks College	33	33	32	97	3	33	33	100	1	32	32	100	1					30	29	97	2
Pacific Union College	34	34	31	91	4	34	34	100	1	19	18	95	4	3				11	10	91	4

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T = Program completers who took any required exam % = Percent passed
P = Program completers who passed all required exam Q = Quartitle[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
Patten University	22	22	22	100	1	20	20	100	1	19	19	100	1					16	16	100	1
Pepperdine University	294	294	294	100	1	294	294	100	1	203	203	100	1	67	67	100	1	184	184	100	1
Point Loma Nazarene University	225	223	214	96	4	221	221	100	1	135	135	100	1	37	33	89	4	114	109	96	3
Saint Mary's College of California	129	129	126	98	3	129	129	100	1	88	85	97	3	29	29	100	1	88	88	100	1
San Diego Christian College	22	22	22	100	1	22	22	100	1	16	16	100	1	4				18	18	100	1
San Diego State University	596	595	594	100	1	593	593	100	1	384	383	100	1	67	67	100	1	284	284	100	1
San Francisco State University	506	504	501	99	2	502	502	100	1	317	314	99	2	12	12	100	1	22	22	100	1
San Jose State University	439	439	433	99	2	438	438	100	1	280	277	99	2	46	43	93	3	250	250	100	1
Santa Clara University	62	62	62	100	1	62	62	100	1	43	43	100	1	14	14	100	1	42	42	100	1
Simpson University	103	103	103	100	1	103	103	100	1	74	74	100	1	15	15	100	1	75	75	100	1
Sonoma State University	225	224	224	100	1	224	224	100	1	141	141	100	1	34	34	100	1	128	128	100	1
Stanford University	69	69	68	99	2	69	69	100	1					55	54	98	2				
The Master's College	22	22	21	95	4	21	21	100	1	14	14	100	1	6				14	14	100	1
Touro University-CA	4	4				4				2				1				2			
UC Berkeley	53	53	53	100	1	53	53	100	1	22	22	100	1	27	27	100	1	18	18	100	1
UC Davis	171	171	170	99	2	170	170	100	1	102	101	99	2	59	59	100	1	101	101	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T = Program completers who took any required exam
P = Program completers who passed 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
UC Irvine	174	174	171	98	3	174	174	100	1	93	93	100	1	70	67	96	3	93	93	100	1
UC Los Angeles	165	165	165	100	1	165	165	100	1	74	74	100	1	54	54	100	1	74	74	100	1
UC Riverside	114	114	114	100	1	113	113	100	1	90	90	100	1	17	17	100	1	89	89	100	1
UC San Diego	43	43	43	100	1	43	43	100	1	43	43	100	1					43	43	100	1
UC Santa Barbara	104	104	104	100	1	104	104	100	1	62	62	100	1	34	34	100	1	60	60	100	1
UC Santa Cruz	112	112	112	100	1	112	112	100	1	68	68	100	1	40	40	100	1	68	68	100	1
University of LaVerne	220	220	217	99	2	219	219	100	1	160	159	99	2	32	31	97	3	121	120	99	2
University of Phoenix	420	420	415	99	2	419	419	100	1	321	319	99	2	87	85	98	2	301	300	100	1
University of Redlands	119	119	111	93	4	119	119	100	1	85	80	94	4	13	13	100	1	92	88	96	3
University of San Diego	110	110	109	99	2	109	109	100	1	68	67	99	2	12	12	100	1	28	28	100	1
University of San Francisco	155	155	150	97	3	155	154	99	2	93	92	99	2	26	25	96	3	68	65	96	3
University of Southern California	62	62	60	97	3	62	61	98	3	52	52	100	1	2				54	52	96	3
University of the Pacific	57	57	56	98	3	57	57	100	1	33	32	97	3	5				15	15	100	1
Vanguard Univ of Southern California	60	60	59	98	3	59	59	100	1	38	38	100	1	10	9	90	3	28	28	100	1
Western Governors University	2	2				2				1				1				1			
Westmont College	14	14	14	100	1	14	14	100	1	12	12	100	1	2				12	12	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2004-05

Legend: T = Program completers who took any required exam
P = Program completers who passed all required exam
% = Percent passed
Q = Quartitle[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
Whittier College	33	33	33	100	1	33	33	100	1	22	22	100	1	6				16	16	100	1
Statewide Total	18044	18015	17675	98		17966	17961	100		12160	11924	98		2676	2640	99		9754	9675	99	
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				(98%-99%) 98.3				(97%-99%) 98.1			
Q3--Range, Mean		(97%-98%) 97.6				(98%-98%) 98.0				(97%-98%) 97.6				(90%-97%) 92.8				(96%-96%) 96.0			
Q4--Range, Mean		(91%-96%) 94.1				*				(93%-96%) 94.3				(89%-89%) 89.0				(89%-95%) 90.7			

[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 A-2: Alternative Routes to Teacher Certification

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Route Teacher Certification, 2004-05

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

Program	Program Completers	Overall Summary			CBEST			RICA			Academic Content Areas[1]			Other Content Areas[2]		
		T	P	%	T	P	%	T	P	%	T	P	%	T	P	%
Alliant International University	32	32	32	100	32	32	100	9			21	21	100	8		
Azusa Pacific University	255	254	246	97	253	253	100	162	154	95	62	62	100	125	125	100
Bethany University	1	1			1						1					
CA State Polytechnic Univ.-Pomona	92	91	82	90	90	90	100	41	38	93	29	26	90	31	28	90
California Baptist University	16	16	15	94	16	16	100	10	10	100	4			8		
California Lutheran University	9	9			9			6			1			6		
CALState Teach	337	337	325	96	333	333	100	325	315	97				296	294	99
CCTC Alt Cert	37	37	37	100	37	37	100	18	18	100	11	11	100	14	14	100
Chapman University	146	146	144	99	146	146	100	64	62	97	49	49	100	64	64	100
Claremont Graduate University	81	81	81	100	81	81	100	43	43	100	29	29	100	40	40	100
Compton USD	18	18	18	100	17	17	100	18	18	100						
CSU Bakersfield	106	106	100	94	106	106	100	75	69	92	11	11	100	58	58	100
CSU Channel Islands	17	17	17	100	16	16	100	7			6			4		
CSU Chico	30	30	30	100	29	29	100	11	11	100	3			8		
CSU Dominguez Hills	554	552	550	100	549	549	100	394	393	100	81	81	100	265	264	100
CSU East Bay	178	178	174	98	178	178	100	84	81	96	64	63	98	77	76	99
CSU Fresno	92	92	89	97	92	92	100	40	37	93	11	11	100	20	20	100
CSU Fullerton	91	91	89	98	91	91	100	31	29	94	3			18	18	100
CSU Long Beach	136	136	134	99	136	136	100	81	79	98	28	28	100	63	63	100
CSU Los Angeles	132	132	125	95	131	131	100	125	118	94	1			72	72	100

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Route Teacher Certification, 2004-05

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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 Monterey Bay	15	14	14	100	14	14	100	9						2		
CSU Northridge	460	460	457	99	460	460	100	208	205	99	155	155	100	172	172	100
CSU Sacramento	71	71	71	100	71	71	100	39	39	100	16	16	100	25	25	100
CSU San Bernardino	299	299	298	100	295	295	100	201	201	100	43	43	100	123	122	99
CSU San Marcos	6	6			6			6						5		
CSU Stanislaus	47	47	47	100	47	47	100	25	25	100	13	13	100	24	24	100
Dominican University of California	26	26	25	96	24	24	100	9			12	11	92	7		
Fresno Pacific University	17	17	17	100	17	17	100	6			4			5		
Holy Names University	21	21	21	100	21	21	100	15	15	100	3			14	14	100
IMPACT	88	88	86	98	84	84	100	41	39	95	29	29	100	42	42	100
John F. Kennedy University	1	1			1											
La Sierra University	9	9			9			2			3			4		
Los Angeles USD	290	289	280	97	288	288	100	158	155	98	100	94	94	154	154	100
Loyola Marymount University	164	164	162	99	164	164	100	86	85	99	71	70	99	84	84	100
Mount Saint Mary's College	10	10	10	100	10	10	100	4			3			5		
National Hispanic University	21	21	21	100	21	21	100	15	15	100	5			13	13	100
National University	127	127	125	98	127	127	100	50	48	96	40	40	100	60	60	100
Notre Dame de Namur University	25	25	25	100	25	25	100	11	11	100	6			11	11	100
Nova Southeastern University	5	5			5			5						5		
Ontario/Montclair USD	21	21	21	100	21	21	100	21	21	100				8		
Orange County Department of Education	12	12	12	100	12	12	100	12	12	100				12	12	100

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Route Teacher Certification, 2004-05

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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	%
Pacific Oaks College	1	1			1			1						1		
Patten University	1	1			1			1						1		
Point Loma Nazarene University	105	105	102	97	104	104	100	39	38	97	33	33	100	44	42	95
Project Pipeline	97	95	95	100	95	95	100	20	20	100	49	49	100	17	17	100
San Diego City USD	18	18	18	100	18	18	100	12	12	100	3			7		
San Diego State University	101	101	101	100	101	101	100	62	62	100	18	18	100	40	40	100
San Francisco State University	7	7			7			4								
San Jose State University	100	100	98	98	99	99	100	79	77	97	5			64	64	100
Santa Clara University	22	22	22	100	22	22	100	13	13	100	5			15	15	100
Sonoma State University	24	24	23	96	24	24	100	14	13	93	3			14	14	100
Touro University-CA	1	1			1						1					
UC Berkeley	6	6			6			6						5		
UC Irvine	1	1			1						1					
UC Los Angeles	105	105	104	99	102	102	100	56	56	100	43	42	98	52	52	100
UC Riverside	33	33	33	100	33	33	100	10	10	100	14	14	100	10	10	100
UC San Diego	35	35	35	100	35	35	100				17	17	100			
University of LaVerne	116	116	115	99	115	115	100	49	48	98	43	43	100	35	35	100
University of Phoenix	6	6			6			3			3			3		
University of Redlands	60	60	55	92	59	59	100	18	17	94	25	21	84	20	20	100
University of San Diego	7	7			7			2						6		
University of San Francisco	29	29	28	97	29	29	100	24	23	96	3			1		
University of the Pacific	7	7			7			2			2			1		

State-Level Aggregate and Summary Assessment Pass-Rate Data, Alternative Route Teacher Certification, 2004-05

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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	%
Western Governors University	1	1			1						1					
Whittier College	19	19	19	100	19	19	100	1			6			2		
Statewide Total	4997	4989	4894	98	4958	4957	100	2883	2818	98	1193	1174	98	2290	2279	100

[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 Regular Program, Third Year Cohort Update

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2001-02 Third Year Cohort Update

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

P = Program completers who passed all required exam Q = Quartitle[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	50	50	50	100	1	50	50	100	1	29	29	100	1	13	13	100	1	26	26	100	1
Antioch University	16	16	16	100	1	16	16	100	1	16	16	100	1					15	15	100	1
Azusa Pacific University	212	212	212	100	1	212	212	100	1	141	141	100	1	22	22	100	1	90	90	100	1
Bethany University	29	29	29	100	1	29	29	100	1	24	24	100	1	5				13	13	100	1
Biola University	54	53	53	100	1	53	53	100	1	33	33	100	1	6				9			
CA Polytechnic State Univ.-SLO	175	175	175	100	1	175	175	100	1	103	103	100	1	4				23	23	100	1
CA State Polytechnic Univ.-Pomona	293	293	292	100	1	291	291	100	1	193	193	100	1	10	10	100	1	112	111	99	2
California Baptist University	132	132	130	98	3	132	132	100	1	108	106	98	3	11	11	100	1	56	56	100	1
California Lutheran University	121	120	120	100	1	120	120	100	1	88	88	100	1	12	12	100	1	60	60	100	1
Chapman University	1299	1299	1285	99	2	1299	1299	100	1	819	815	100	1	215	209	97	2	668	664	99	2
Christian Heritage College	45	45	45	100	1	45	45	100	1	38	38	100	1	5				29	29	100	1
Concordia University	94	94	93	99	2	94	94	100	1	68	68	100	1	14	14	100	1	49	48	98	3
CSU Bakersfield	375	375	368	98	3	375	374	100	1	291	285	98	3	20	20	100	1	89	89	100	1
CSU Chico	336	335	332	99	2	335	333	99	2	219	218	100	1	4				45	45	100	1
CSU Dominguez Hills	796	796	792	99	2	795	795	100	1	582	580	100	1	50	48	96	3	265	265	100	1
CSU Fresno	548	547	534	98	3	547	545	100	1	460	449	98	3	2				67	66	99	2
CSU Fullerton	579	579	578	100	1	579	578	100	1	462	462	100	1	2				280	280	100	1
CSU Hayward	187	187	187	100	1	187	187	100	1	153	153	100	1	15	15	100	1	68	68	100	1
CSU Long Beach	698	698	698	100	1	698	698	100	1	469	469	100	1	18	18	100	1	252	252	100	1
CSU Los Angeles	955	952	945	99	2	952	952	100	1	714	709	99	2	40	39	98	2	289	287	99	2

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2001-02 Third Year Cohort Update

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

P = Program completers who passed all required exam Q = Quartitle[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	145	145	145	100	1	145	145	100	1	144	144	100	1					42	42	100	1
CSU Northridge	846	846	844	100	1	845	845	100	1	612	612	100	1	37	36	97	2	364	363	100	1
CSU Sacramento	505	505	499	99	2	505	503	100	1	378	375	99	2	11	11	100	1	185	184	99	2
CSU San Bernardino	261	261	260	100	1	261	261	100	1	220	219	100	1	6				75	75	100	1
CSU San Marcos	384	384	382	99	2	384	384	100	1	330	328	99	2	26	26	100	1	129	129	100	1
CSU Stanislaus	336	336	332	99	2	336	335	100	1	299	295	99	2	7				60	60	100	1
Dominican University of California	121	121	121	100	1	121	121	100	1	83	83	100	1	12	12	100	1	30	30	100	1
Fresno Pacific University	66	66	66	100	1	66	66	100	1	51	51	100	1	6				13	13	100	1
Holy Names College	31	31	31	100	1	31	31	100	1	21	21	100	1	5				20	20	100	1
Hope International University	22	22	22	100	1	22	22	100	1	22	22	100	1					15	15	100	1
Humboldt State University	148	148	145	98	3	148	148	100	1	96	96	100	1	16	13	81	4	38	38	100	1
John F. Kennedy University	7	7				7				7								5			
La Sierra University	22	22	21	95	4	22	22	100	1	15	14	93	4	2				5			
Loyola Marymount University	120	120	119	99	2	120	120	100	1	91	91	100	1	20	19	95	3	47	47	100	1
Mills College	54	54	52	96	4	54	54	100	1	31	31	100	1	21	19	90	4	27	27	100	1
Mount Saint Mary's College	33	33	33	100	1	33	33	100	1	29	29	100	1	4				7			
National Hispanic University	47	47	44	94	4	47	45	96	3	43	42	98	3					19	19	100	1
National University	2714	2713	2674	99	2	2711	2709	100	1	1883	1864	99	2	281	277	99	2	1505	1487	99	2
New College of California	27	27	27	100	1	27	27	100	1	27	27	100	1								
Notre Dame de Namur University	36	36	36	100	1	36	36	100	1	28	28	100	1	2				18	18	100	1
Occidental College	13	12	12	100	1	12	12	100	1	7				5				6			

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2001-02 Third Year Cohort Update

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

P = Program completers who passed all required exam Q = Quartitle[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	45	45	44	98	3	45	45	100	1	45	45	100	1					42	41	98	3
Pacific Union College	28	28	28	100	1	28	28	100	1	12	12	100	1	1				6			
Patten College	5	5				5				5								5			
Pepperdine University	244	243	243	100	1	243	243	100	1	203	203	100	1	17	17	100	1	135	135	100	1
Point Loma Nazarene University	110	110	109	99	2	110	110	100	1	75	75	100	1	14	13	93	4	30	30	100	1
Saint Mary's College of California	127	127	127	100	1	127	127	100	1	89	89	100	1	21	21	100	1	67	67	100	1
San Diego State University	669	669	666	100	1	669	669	100	1	437	434	99	2	60	60	100	1	172	172	100	1
San Francisco State University	500	500	485	97	4	500	498	100	1	337	335	99	2	57	48	84	4	240	236	98	3
San Jose State University	384	384	379	99	2	384	384	100	1	277	273	99	2	25	24	96	3	172	172	100	1
Santa Clara University	51	51	49	96	4	51	51	100	1	40	38	95	4	6				23	22	96	4
Simpson College	72	72	72	100	1	72	72	100	1	58	58	100	1	4				42	42	100	1
Sonoma State University	237	237	233	98	3	237	235	99	2	150	148	99	2	23	23	100	1	72	71	99	2
Stanford University	55	55	55	100	1	55	55	100	1					46	46	100	1				
The Master's College and Seminary	23	23	23	100	1	23	23	100	1	15	15	100	1	7				4			
UC Berkeley	54	54	54	100	1	54	54	100	1	20	20	100	1	32	32	100	1	16	16	100	1
UC Davis	103	102	99	97	4	102	102	100	1	75	73	97	4	18	17	94	3	50	50	100	1
UC Irvine	115	115	114	99	2	114	114	100	1	75	75	100	1	36	35	97	2	69	69	100	1
UC Los Angeles	174	174	174	100	1	174	174	100	1	99	99	100	1	45	45	100	1	69	69	100	1
UC Riverside	89	89	89	100	1	89	89	100	1	63	63	100	1	12	12	100	1	19	19	100	1
UC San Diego	50	50	50	100	1	50	50	100	1	50	50	100	1					40	40	100	1

State-Level Aggregate and Summary Assessment Pass-Rate Data for Regular Teacher Preparation Programs, 2001-02 Third Year Cohort Update

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

P = Program completers who passed all required exam Q = Quartitle[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
UC Santa Barbara	122	122	122	100	1	122	122	100	1	56	56	100	1	44	44	100	1	43	43	100	1
UC Santa Cruz	98	98	98	100	1	98	98	100	1	72	72	100	1	20	20	100	1	55	55	100	1
University of LaVerne	193	193	193	100	1	193	193	100	1	135	135	100	1	26	26	100	1	79	79	100	1
University of Phoenix-Los Angeles	102	102	100	98	3	102	102	100	1	102	102	100	1					88	86	98	3
University of Redlands	76	76	76	100	1	76	76	100	1	63	63	100	1	5				28	28	100	1
University of San Diego	77	77	77	100	1	77	77	100	1	61	61	100	1	5				10	10	100	1
University of San Francisco	96	96	96	100	1	96	96	100	1	72	72	100	1	14	14	100	1	50	50	100	1
University of Southern California	75	75	75	100	1	75	75	100	1	60	60	100	1	7				18	18	100	1
University of the Pacific	49	49	49	100	1	49	49	100	1	33	33	100	1	1				5			
Vanguard Univ of Southern California	45	45	45	100	1	45	45	100	1	30	30	100	1	1				13	13	100	1
Westmont College	11	11	11	100	1	11	11	100	1	10	10	100	1	1							
Whittier College	33	33	33	100	1	33	33	100	1	19	19	100	1	2				1			
Statewide Total	17044	17033	16879	99		17026	17009	100		12265	12188	99		1479	1446	98		6778	6740	99	
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				(97%-99%) 97.6				(99%-99%) 99.0			
Q3--Range, Mean		(98%-98%) 98.0				(96%-98%) 96.0				(98%-98%) 98.0				(94%-96%) 95.2				(98%-98%) 98.0			
Q4--Range, Mean		(94%-97%) 95.8				*				(93%-97%) 95.0				(81%-93%) 87.0				(96%-97%) 96.0			

[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 A-4: Pass Rate Data for Alternate Routes, Third Year Cohort Update

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Certification, 2001-02 Third Year Cohort Update

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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	2	2			2											
Azusa Pacific University	163	163	158	97	163	162	99	163	158	97				62	62	100
CA State Polytechnic Univ.-Pomona	46	46	46	100	46	46	100	36	36	100	1			19	19	100
CALState Teach	307	307	306	100	306	306	100	307	306	100				237	237	100
CCTC Alt Cert	33	33	33	100	33	33	100	9			9			12	12	100
Chapman University	45	45	45	100	45	45	100	43	43	100				28	28	100
Claremont Graduate University	104	104	104	100	104	104	100	71	71	100	27	27	100	48	48	100
Compton USD	22	22	22	100	22	22	100	22	22	100						
Concordia University	1	1			1			1						1		
CSU Bakersfield	38	38	38	100	38	38	100	31	31	100	3			6		
CSU Chico	143	143	141	99	143	143	100	83	83	100	10	8	80	31	31	100
CSU Dominguez Hills	35	35	34	97	35	35	100	23	23	100	5			17	16	94
CSU Fresno	85	85	84	99	85	85	100	47	46	98	2			10	10	100
CSU Fullerton	130	130	129	99	130	130	100	86	85	99				28	28	100
CSU Hayward	199	199	198	99	199	199	100	120	119	99	35	35	100	73	73	100
CSU Long Beach	46	46	46	100	46	46	100	40	40	100				26	26	100
CSU Los Angeles	24	23	23	100	23	23	100	23	23	100				8		
CSU Monterey Bay	54	54	54	100	54	54	100	54	54	100				23	23	100
CSU Northridge	109	109	109	100	109	109	100	71	71	100	8			46	46	100
CSU Sacramento	81	81	81	100	81	81	100	61	61	100	3			37	37	100

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Certification, 2001-02 Third Year Cohort Update

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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	418	418	416	100	418	418	100	327	325	99	22	22	100	105	105	100
CSU San Marcos	35	35	35	100	35	35	100	35	35	100				19	19	100
CSU Stanislaus	142	142	140	99	142	142	100	125	123	98	6			30	30	100
Dominican University of California	9	9			9			7			1			5		
Fresno Pacific University	32	32	32	100	32	32	100	19	19	100	4			9		
Holy Names College	6	6			6			6						6		
IMPACT	48	48	48	100	48	48	100	31	31	100	8			21	21	100
John F. Kennedy University	9	9			9			8			1			8		
Long Beach USD	26	26	26	100	26	26	100	26	26	100						
Los Angeles USD	431	431	429	100	431	431	100	350	349	100	76	75	99	340	340	100
National Hispanic University	44	44	44	100	44	44	100	44	44	100				27	27	100
National University	90	88	88	100	88	88	100	74	74	100	3			8		
Notre Dame de Namur University	61	61	61	100	61	61	100	24	24	100	12	12	100	22	22	100
Ontario/Montclair USD	23	23	23	100	22	22	100	23	23	100				16	16	100
Orange County District Intern Consortium	17	17	17	100	17	17	100	17	17	100				17	17	100
Pacific Oaks College	8	8			8			8						7		
Patten College	8	8			8			8						7		
Point Loma Nazarene University	21	21	21	100	21	21	100	12	12	100	3			9		
Project Pipeline	51	51	51	100	51	51	100	27	27	100	11	11	100	19	19	100
San Diego City USD	31	31	31	100	31	31	100	31	31	100				20	20	100

State-Level Aggregate and Summary Assessment Pass-Rate Data for Alternative Certification, 2001-02 Third Year Cohort Update

Legend: T = Program completers who took any required exam

P = Program completers who passed all required exam

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	%
San Diego State University	86	86	86	100	86	86	100	72	72	100	4			28	28	100
San Francisco State University	46	46	46	100	46	46	100	36	36	100	6			22	22	100
San Jose State University	56	56	56	100	56	56	100	43	43	100	1			25	25	100
Santa Clara University	28	28	28	100	28	28	100	21	21	100	5			9		
Sonoma State University	2	2			2			2								
UC Berkeley	24	24	24	100	24	24	100	24	24	100				21	21	100
UC Irvine	28	27	27	100	27	27	100	13	13	100	14	14	100	12	12	100
UC Los Angeles	40	40	40	100	40	40	100	35	35	100	4			29	29	100
UC Riverside	37	37	37	100	37	37	100	25	25	100	6			11	11	100
UC San Diego	25	25	25	100	25	25	100				7					
University of LaVerne	32	32	32	100	32	32	100	26	26	100	2			8		
University of Redlands	63	63	63	100	63	63	100	32	32	100	14	14	100	21	21	100
University of San Francisco	14	13	13	100	13	13	100	13	13	100						
University of the Pacific	18	18	18	100	18	18	100	6			4			1		
Whittier College	27	27	27	100	27	27	100	27	27	100				15	15	100
Statewide Total	3703	3698	3680	100	3696	3695	100	2868	2854	100	317	314	99	1609	1608	100

[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 B

Institutional Reports
for the
Academic Year 2004-2005
and
Third Year Cohort Update for 2001-2002

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

Appendix B

Institutional Reports
for the
Academic Year 2004-2005
and
Third Year Cohort Update for 2001-2002

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Alliant International University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

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 Teacher Preparation locations (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/wps/wcm/connect/website/Home/About+Alliant/Schools+&+Colleges/Graduate+School+of+Education/

Institution/Program: Alliant International University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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	16	10
Single Subject Candidates	39	17	22
Education Specialist Candidates	0	0	0
Totals	65	33	32

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	26	16	10
Single Subject Candidates	39	17	22
Education Specialist Candidates	0	0	0
Totals	65	33	32

Institution/Program:	Alliant International University

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Alliant International University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	33	33	100%	100%	32	32	100%
Aggregate	33	33	100%	100%	32	32	100%
Professional Knowledge/Pedagogy							
RICA	16	16	100%	98%	9	--	--
Aggregate	16	16	100%	98%	9	--	--
Academic Content Areas							
CSET English I	6	--	--	100%	7	--	--
CSET English II	6	--	--	100%	7	--	--
CSET English III	6	--	--	100%	7	--	--
CSET English IV	6	--	--	100%	7	--	--
CSET Math I	0	--	--	100%	4	--	--
CSET Math II	0	--	--	100%	4	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	0	--	--	99%	5	--	--
CSET Science II	0	--	--	99%	5	--	--
CSET Social Sci I	2	--	--	100%	2	--	--
CSET Social Sci II	2	--	--	100%	2	--	--
CSET Social Sci III	2	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	2	--	--
Aggregate	9	--	--	99%	21	21	100%
Other Content Areas							
CSET MSE I	12	12	100%	100%	7	--	--
CSET MSE II	12	12	100%	100%	7	--	--
CSET MSE III	12	12	100%	100%	7	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	99%	1	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	16	16	100%	99%	8	--	--
Summary Totals and Pass Rate	33	33	100%	98%	32	32	100%

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

Institution/Program: Alliant International University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	50	50	100%	100%	2	--	--
Aggregate	50	50	100%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	98%	0	--	--
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	5	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	97%	0	--	--
Social Science S* (03)	5	--	--	99%	0	--	--
Aggregate	13	13	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
Health Science S* (16)	2	--	--	99%	0	--	--
MSAT (0140 + 0151)	23	23	100%	100%	0	--	--
Aggregate	26	26	100%	99%	0	--	--
Summary Totals and Pass Rate	50	50	100%	99%	2	--	--

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

Institution/Program:	Alliant International University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

Beginning in 2004-05 the program began offering a CTC approved 5th year advanced course of study.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	47	47	
Single Subject Candidates			
Education Specialist Candidates			
Totals	47	47	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	43	43	
Single Subject Candidates			
Education Specialist Candidates			
Totals	43	43	

Institution/Program:	Antioch University

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

Number of Supervising Teachers During 2004-2005
(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	5		
In Non-Academic Positions without Rights and Responsibilities	7		
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 2004-2005*

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

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

Institution/Program:	Antioch University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: Antioch University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	26	26	100%	100%	0	--	--
Aggregate	26	26	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	98%	0	--	--
Aggregate	25	25	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	22	22	100%	100%	0	--	--
CSET MSE II	22	22	100%	100%	0	--	--
CSET MSE III	22	22	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	0	--	--
Aggregate	26	26	100%	99%	0	--	--
Summary Totals and Pass Rate	26	26	100%	98%	0	--	--

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

Institution/Program: Antioch University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	16	16	100%	100%	0	--	--
Aggregate	16	16	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	99%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Summary Totals and Pass Rate	16	16	100%	99%	0	--	--

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

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 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	69	69	
Single Subject Candidates	62	62	
Education Specialist Candidates	0		
Totals	131	131	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	23	
Single Subject Candidates	21	21	
Education Specialist Candidates	0		
Totals	44	44	0

Institution/Program: Argosy University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3	0	0
In Academic Positions with Rights and Responsibilities	1		
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3 :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 2004-2005

	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 2004-2005

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

Institution/Program: Argosy University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	49	49	100%	100%	0	--	--
Aggregate	49	49	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	25	25	100%	98%	0	--	--
Aggregate	25	25	100%	98%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	94%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	5	--	--	100%	0	--	--
CSET Math II	5	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	21	21	100%	100%	0	--	--
CSET MSE II	21	21	100%	100%	0	--	--
CSET MSE III	21	21	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	26	26	100%	99%	0	--	--
Summary Totals and Pass Rate	49	49	100%	98%	0	--	--

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

Institution/Program: Argosy University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program:	Argosy University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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, both of which prepare future elementary and special education teachers for CSET passage and all of the professional certification programs. The university also offers eight CCTC-approved single subject preparation programs for undergraduates. The teacher credentialing programs are offered successfully on the main campus of APU, as well as on the university's six satellite campuses. 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 and hiring school districts 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 2004-2005

As a CCTC and NCATE accredited institution, Azusa Pacific University continues to focus on recruiting both faculty and students who represent the diversity found in Southern California classrooms. 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.

APU is in the second year of operation of its Professional Development School (PDS) at Hodge Elementary in the Azusa Unified School District. Credit has been given to the PDS for their involvement in helping improve the school's test scores.

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 2004-2005

Having fully implemented the four Teaching Performance Assessment (TPA) tasks two years ago, the pilot is now complete and implementation at the sattellite campuses is scheduled for Fall 2006. Summative assessment data from the TPAs and from the Taskstream eportfolio are used to drive program improvement through a cyclical evaluation process.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	568	360	208
Single Subject Candidates	388	246	142
Education Specialist Candidates	258	95	163
Totals	1,214	701	513

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	373	265	108
Single Subject Candidates	198	69	129
Education Specialist Candidates	146	36	110
Totals	717	370	347

Institution/Program:	Azusa Pacific University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	48	46	0
In Academic Positions with Rights and Responsibilities	10	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Azusa Pacific University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	446	445	100%	100%	253	253	100%
Aggregate	446	445	100%	100%	253	253	100%
Professional Knowledge/Pedagogy							
RICA	341	336	99%	98%	162	154	95%
Aggregate	341	336	99%	98%	162	154	95%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
CSET English I	8	--	--	100%	17	17	100%
CSET English II	8	--	--	100%	17	17	100%
CSET English III	8	--	--	100%	17	17	100%
CSET English IV	8	--	--	100%	17	17	100%
CSET Math I	8	--	--	100%	15	15	100%
CSET Math II	8	--	--	100%	15	15	100%
CSET Math III	2	--	--	92%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	10	10	100%
CSET Sci III Chemistry	1	--	--	100%	5	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Sci IV Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	13	13	100%
CSET Science II	6	--	--	99%	13	13	100%
CSET Social Sci I	15	15	100%	100%	7	--	--
CSET Social Sci II	15	15	100%	100%	7	--	--
CSET Social Sci III	15	15	100%	100%	7	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Mandarin S* (19)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	1	--	--
Music S* (13)	1	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	4	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	4	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	4	--	--
Aggregate	45	45	100%	99%	62	62	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	269	269	100%	100%	85	85	100%
CSET MSE II	269	269	100%	100%	85	85	100%
CSET MSE III	269	269	100%	100%	85	85	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	24	24	100%	100%	23	23	100%
MSAT (0140 + 0151)	13	13	100%	99%	14	14	100%
Phys. Educ. Praxis Test II	5	--	--	98%	2	--	--
Physical Education S* (09)	5	--	--	97%	2	--	--

Aggregate	314	314	100%	99%	125	125	100%
Summary Totals and Pass Rate	446	440	99%	98%	254	246	97%

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

Institution/Program: Azusa Pacific University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	212	212	100%	100%	163	162	99%
Aggregate	212	212	100%	100%	163	162	99%
Professional Knowledge/Pedagogy							
RICA	141	141	100%	99%	163	158	97%
Aggregate	141	141	100%	99%	163	158	97%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	10	10	100%	100%	0	--	--
English S* (01)	10	10	100%	99%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	99%	0	--	--
Math S* (02)	4	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	22	22	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	3	--	--	100%	0	--	--
CSET MSE I	0	--	--	84%	1	--	--
CSET MSE II	0	--	--	77%	1	--	--
CSET MSE III	0	--	--	87%	1	--	--
Health Science S* (16)	8	--	--	99%	0	--	--
MSAT (0140 + 0151)	75	75	100%	100%	61	61	100%
Phys. Educ. Praxis Test II	4	--	--	99%	0	--	--
Physical Education S* (09)	4	--	--	99%	0	--	--
Aggregate	90	90	100%	99%	62	62	100%
Summary Totals and Pass Rate	212	212	100%	99%	163	158	97%

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

Institution/Program:	Azusa Pacific University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Bethany University - 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 University are qualified to serve in a variety of contexts, public elementary, middle, or high schools, private schools, international schools, home schools, or in mission contexts around the world. Quality, caring leadership is needed everywhere, and the professional preparation program at Bethany University equips individuals to be leaders wherever they choose to serve.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

During the 2004-2005 academic year the professional preparation program at Bethany University 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 University - 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 2004-2005

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 University - Assemblies of God

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	52	52	
Single Subject Candidates	31	30	1
Education Specialist Candidates			
Totals	83	82	1

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	17	17	
Single Subject Candidates	6	5	1
Education Specialist Candidates			
Totals	23	22	1

Institution/Program:	Bethany University - Assemblies of God

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

Number of Supervising Teachers During 2004-2005
(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	1		
In Non-Academic Positions without Rights and Responsibilities	7		
Single Subject Programs	5		1
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	4		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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	:1	:1
Single Subject Programs	12 :1	:1	12 :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 University - Assemblies of God

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: Bethany University - Assemblies of God

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

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

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

Institution/Program: Bethany University - Assemblies of God

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	29	29	100%	100%	0	--	--
Aggregate	29	29	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	24	24	100%	99%	0	--	--
Aggregate	24	24	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	0	--	--
Social Science S* (03)	2	--	--	99%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	99%	0	--	--
Summary Totals and Pass Rate	29	29	100%	99%	0	--	--

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

Institution/Program:	Bethany University - 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 2004-2005
(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 setting. In compliance with the Program Standards of the California Commission on Teacher Credentialing, Biola's CCTC-accredited Multiple Subject and Single Subject programs include practicum fieldwork in the widely diverse public and private schools of the greater Los Angeles and Orange County areas. Additionally, many of Biola's teaching credential candidates are offered the chance to complete part of their 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 2004-2005

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. This allows faculty to mentor students and provide individual assistance and support throughout the program. Biola University's Department of Education has also continued to hold to academic standards and fieldwork requirements surpassing the standard requirements of the State of California in these respective areas. Prior to student teaching, our students will have completed over 120 fieldwork placements hours in public school classrooms. Biola has developed strong collaborative partnerships with the districts in the surrounding communities and thus, students are provided with quality fieldwork and student teaching placements in diverse communities. Biola has also continued to rely heavily on feedback from the surrounding educational community, implementing the suggestions and ideas of local educators and administrators to better serve our students while impacting local schools. These experiences have given our students an advantage with the local school districts and many of them have been offered employment immediately following program completion. Over the past five years, Biola University has participated in the US News and World Report national study and was ranked among the top 100 programs within its class. Furthermore, throughout the years many of our graduates have been honored with Teacher of the Year awards and leadership positions at the district and state level.

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 2004-2005

1. Approval of a full-time position of Director of Teacher Preparation Programs. This facilitated more focused attention on strengthening teacher preparation coursework, fieldwork practicum assignments, student teaching placements, TPA support and preparation of candidates for job applications and interviews.

2. Implementation of all four TPA tasks within the sequence of Biola's teacher preparation coursework and the training of several TPA assessors.

3. Institution of a new mentoring program whereby faculty members are assigned to students who need additional support to be successful in their coursework and maintain the appropriate GPA.

4. Approval of the following change: Rather than meeting with any available advsior, the decision was made to create a system to assign an advisor to each individual candidate. This advisor will meet with them from the beginning of their program until graduation and/or completion of their credential.

5. Biola University collaborated with 5 single subject departments on campus and made the decision to continue to offer state approved single subject subject matter programs. Two faculty members were appointed to oversee the rewriting of the single subject program documents to meet SB2042 standards.

6. Biola University's Education Department selected representatives to attend and participate in regional BTSA/IHE collaboration team meetings to facilitate stronger communications between districts and IHE's. This will provide a more seamless transition and better prepare our students for induction programs.

7. Revision and resubmission of the 5th Year Program of Study to the CCTC in October 2004. Approved for implementation as of January 2005.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	299	299	0
Single Subject Candidates	167	167	0
Education Specialist Candidates	0	0	0
Totals	466	466	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	64	64	0
Single Subject Candidates	37	37	0
Education Specialist Candidates	0	0	0
Totals	101	101	0

Institution/Program:	Biola University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple 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
Single Subject Programs	7	0	0
In Academic Positions with Rights and Responsibilities	7	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Biola University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	100	100	100%	100%	0	--	--
Aggregate	100	100	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	62	62	100%	98%	0	--	--
Aggregate	62	62	100%	98%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	8	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	21	21	100%	100%	0	--	--
CSET MSE II	21	21	100%	100%	0	--	--
CSET MSE III	21	21	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	0	--	--
Aggregate	25	25	100%	99%	0	--	--
Summary Totals and Pass Rate	100	100	100%	98%	0	--	--

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

Institution/Program: Biola University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	53	53	100%	100%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	33	33	100%	99%	0	--	--
Aggregate	33	33	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Aggregate	6	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Aggregate	9	--	--	99%	0	--	--
Summary Totals and Pass Rate	53	53	100%	99%	0	--	--

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

Institution/Program:	Biola University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 as they offer instruction that is current, research-based, and planned to meet diverse pupil needs. Candidates will be skilled in collecting data through a variety of methods and using it in data-based decision-making to benefit pupils directly, as well as to influence service delivery and evaluation. Candidates are expected to develop an understanding of the diverse populations within schools in the region and the importance of collaboration and consultation with others. Students from all faith traditions are welcome.

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

The 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 credential, Reading Certificate, Pupil Personnel Services credential in School Counseling, Pupil Personnel Services credential in School Psychology. Both Pupil Personnel Services credentials include an intern option

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

There are many program qualities that contribute to excellence.

•All faculty have had K-12 teaching experience, making them knowledgeable, empathetic role models. They stay up-to-date by being involved in local school district activities by volunteering time, attending professional development conferences, and serving on advisory committees.

•Candidates complete extensive fieldwork in pre-requisite courses and professional methods courses to become familiar with the the role and responsibilites of a teacher as well as to learn how to integrate theory and practice. They complete the credential program by student teaching full-time for one semester or by teaching as an intern.

•Candidates can receive free counseling and free academic support through the university. Free review sessions for the Reading Instructional Compentence Assessment (RICA) are provided for them.

•A dual credential option combines elementary and special education preparations for Mild/Moderate candidates.

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

•In addition to day classes for traditional students, evening classes are scheduled for the convenience of working adults preparing to teach Pupil Personnel Services candidates take evening classes.

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 2004-2005

During the summer semester of 2005, the Pupil Personnel Services Credential in School Psychology and the Pupil Personnel Services Credential in School Counselor Programs were approved by the Commission. These programs also reflect the philosophy and expectations of the National Association of School Psychologists and the American School Counseling Association. New advisory committees were established to assist with the design of PPS programs.
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 with internship option, an approved Fifth Year Induction program, and an approved Elementary Subject Matter program.

New program documents for the Preliminary and Professional Clear Administrative Services including an intern option, will be submitted to the Commission for 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	162	157	5
Single Subject Candidates	115	102	13
Education Specialist Candidates	79	78	1
Totals	356	337	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	87	82	5
Single Subject Candidates	55	42	13
Education Specialist Candidates	38	37	1
Totals	180	161	19

Institution/Program:	California Baptist University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	17	3	0
In Academic Positions with Rights and Responsibilities	17	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	9	7	0
In Academic Positions with Rights and Responsibilities	9	7	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	6	6	0
In Academic Positions with Rights and Responsibilities	6	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	California Baptist University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: California Baptist University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	144	144	100%	100%	16	16	100%
Aggregate	144	144	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	101	99	98%	98%	10	10	100%
Aggregate	101	99	98%	98%	10	10	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET English I	5	--	--	100%	2	--	--
CSET English II	5	--	--	100%	2	--	--
CSET English III	5	--	--	100%	2	--	--
CSET English IV	5	--	--	100%	2	--	--
CSET Math I	3	--	--	100%	1	--	--
CSET Math II	3	--	--	100%	1	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
Mandarin S* (19)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Aggregate	20	18	90%	99%	4	--	--
Other Content Areas							
CSET MSE I	82	82	100%	100%	7	--	--
CSET MSE II	82	82	100%	100%	7	--	--
CSET MSE III	82	82	100%	100%	7	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Aggregate	88	88	100%	99%	8	--	--
Summary Totals and Pass Rate	144	140	97%	98%	16	15	94%

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

Institution/Program: California Baptist University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	132	132	100%	100%	0	--	--
Aggregate	132	132	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	108	106	98%	99%	0	--	--
Aggregate	108	106	98%	99%	0	--	--
Academic Content Areas							
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	99%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	11	11	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	55	55	100%	100%	0	--	--
Aggregate	56	56	100%	99%	0	--	--
Summary Totals and Pass Rate	132	130	98%	99%	0	--	--

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

Institution/Program:	California Baptist University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: California Lutheran University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

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

Multiple Subject (elementary) and Single Subject (secondary) Teaching Credentials are recommended through the SB 2042 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 authorizations in Mild to Moderate and Moderate to Severe Disabilities. The majority of special education 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 2004-2005

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. Cal Lutheran is dedicated to developing reflective, principled educators.

Cal Lutheran'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 Cal Lutheran Teacher Education Program.

Institution/Program: California Lutheran University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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.callutheran.edu/soe/

Institution/Program: California Lutheran University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	153	145	8
Single Subject Candidates	112	82	30
Education Specialist Candidates	78	29	49
Totals	343	256	87

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	65	58	7
Single Subject Candidates	48	18	30
Education Specialist Candidates	36	5	31
Totals	149	81	68

Institution/Program:	California Lutheran University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14	4	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	12	2	0
Single Subject Programs	7	8	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	5	6	0
Education Specialist Programs	1	3	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	1	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	California Lutheran University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: California Lutheran University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	108	108	100%	100%	9	--	--
Aggregate	108	108	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	71	71	100%	98%	6	--	--
Aggregate	71	71	100%	98%	6	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	5	--	--	92%	0	--	--
CSET Social Sci I	5	--	--	100%	0	--	--
CSET Social Sci II	5	--	--	100%	0	--	--
CSET Social Sci III	5	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	20	18	90%	99%	1	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	41	41	100%	100%	3	--	--
CSET MSE II	40	40	100%	100%	3	--	--
CSET MSE III	40	40	100%	100%	3	--	--
Health Science S* (16)	4	--	--	100%	1	--	--
MSAT (0140 + 0151)	7	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	54	54	100%	99%	6	--	--
Summary Totals and Pass Rate	108	106	98%	98%	9	--	--

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

Institution/Program: California Lutheran University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	120	120	100%	100%	0	--	--
Aggregate	120	120	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	88	88	100%	99%	0	--	--
Aggregate	88	88	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	99%	0	--	--
Math S* (02)	2	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	12	12	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
Health Science S* (16)	5	--	--	99%	0	--	--
MSAT (0140 + 0151)	54	54	100%	100%	0	--	--
Aggregate	60	60	100%	99%	0	--	--
Summary Totals and Pass Rate	120	120	100%	99%	0	--	--

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

Institution/Program:	California Lutheran University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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. The newly established University Center for Excellence in Math and Science Education, along with a funded initiative from the CSU Chancellor's Office, advances the goal of doubling the number of math and science credentials recommended over the next three years; it also brings latest best practices in science and math pedagogy to the credential program curriculum.

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 2004-2005

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 subject 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, particularly in math and science. In Special Education, faculty are engaged in two national projects; one with general education colleagues that streams information on learners with special needs through all curricula; and a second which recruits and supports candidates in the high need areas of special education. 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	154	154	0
Single Subject Candidates	136	136	0
Education Specialist Candidates	56	56	0
Totals	346	346	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	127	127	0
Single Subject Candidates	91	91	0
Education Specialist Candidates	52	52	0
Totals	270	270	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 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	19	0	0
In Academic Positions with Rights and Responsibilities	19	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	24	0	0
In Academic Positions with Rights and Responsibilities	24	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	4	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

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

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	198	198	100%	100%	0	--	--
Aggregate	198	198	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	110	110	100%	98%	0	--	--
Aggregate	110	110	100%	98%	0	--	--
Academic Content Areas							
CSET English I	7	--	--	100%	0	--	--
CSET English II	7	--	--	100%	0	--	--
CSET English III	7	--	--	100%	0	--	--
CSET English IV	7	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	11	11	100%	100%	0	--	--
CSET Social Sci II	11	11	100%	100%	0	--	--
CSET Social Sci III	11	11	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	23	23	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	67	67	100%	100%	0	--	--
CSET MSE II	67	67	100%	100%	0	--	--
CSET MSE III	67	67	100%	100%	0	--	--
Health Science S* (16)	3	--	--	100%	0	--	--
MSAT (0140 + 0151)	8	--	--	99%	0	--	--
Aggregate	78	78	100%	99%	0	--	--
Summary Totals and Pass Rate	198	198	100%	98%	0	--	--

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

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

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	175	175	100%	100%	0	--	--
Aggregate	175	175	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	103	103	100%	99%	0	--	--
Aggregate	103	103	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	23	23	100%	100%	0	--	--
Aggregate	23	23	100%	99%	0	--	--
Summary Totals and Pass Rate	175	175	100%	99%	0	--	--

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

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

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 schools serving as field sites for the preparation of new teachers.

• Implemented recruitment, preparation and retention initiatives having a particular focus on the shortage fields of math, science, special education, and bilingual teachers.

• Operated an Integrated Teacher Education Program with local community colleges and offered introductory courses on-site in Liberal Studies and Gender, Ethnic and Multicultural Studies

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: California State Polytechnic University - Pomona

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	298	298	100%	100%	90	90	100%
Aggregate	298	298	100%	100%	90	90	100%
Professional Knowledge/Pedagogy							
RICA	203	202	100%	98%	41	38	93%
Aggregate	203	202	100%	98%	41	38	93%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	2	--	--	100%	6	--	--
CSET English II	2	--	--	100%	6	--	--
CSET English III	2	--	--	100%	6	--	--
CSET English IV	2	--	--	100%	6	--	--
CSET Math I	8	--	--	100%	11	11	100%
CSET Math II	8	--	--	100%	11	11	100%
CSET Math III	7	--	--	92%	7	--	--
CSET Sci III Bio/Life	5	--	--	100%	5	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	7	--	--
CSET Science II	6	--	--	99%	7	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	1	--	--
English S* (01)	3	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	0	--	--
Math S* (02)	2	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Aggregate	24	24	100%	99%	29	26	90%
Other Content Areas							
CSET MSE I	119	119	100%	100%	27	27	100%
CSET MSE II	119	119	100%	100%	27	25	93%
CSET MSE III	119	119	100%	100%	27	27	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	35	33	94%	99%	4	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	156	154	99%	99%	31	28	90%
Summary Totals and Pass Rate	301	298	99%	98%	91	82	90%

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

Institution/Program: California State Polytechnic University - Pomona

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	291	291	100%	100%	46	46	100%
Aggregate	291	291	100%	100%	46	46	100%
Professional Knowledge/Pedagogy							
RICA	193	193	100%	99%	36	36	100%
Aggregate	193	193	100%	99%	36	36	100%
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
English Praxis II	3	--	--	100%	1	--	--
English S* (01)	3	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Aggregate	10	10	100%	98%	1	--	--
Other Content Areas							
Agriculture S* (14)	1	--	--	100%	0	--	--
Home Economics S* (17)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	110	109	99%	100%	19	19	100%
Aggregate	112	111	99%	99%	19	19	100%
Summary Totals and Pass Rate	293	292	100%	99%	46	46	100%

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

Institution/Program:	California State Polytechnic University - Pomona

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CalStateTEACH

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

The CalStateTEACH program is designed to serve those who want to earn a multiple subject credential but are unable to access campus programs due to personal circumstances 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, in Fresno, Fullerton, Los Angeles, and Monterey Bay.

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 program and passing State-required exams, candidates earn a California Preliminary Multiple Subject Teaching Credential and 40 semester units of post-baccalaureate credit.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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

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

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

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

Institution/Program: CalStateTEACH

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

This past year CalStateTEACH completed its "pilot study" of the California Teaching Performance Assessment and fully integrated the four tasks as required components of the program. These four performance tasks help provide formative assessment data to candidates for improving the quality of their teaching, as well as summative assessment data upon completion of the program. The tasks are scored "blindly" by faculty who have been certified and calibrated for the scoring protocol.

Task 1 assesses candidates' knowledge of content-specific and developmentally appropriate pedagogy. Task 2 asks candidates to connect learning about student characteristics to instructional planning. Task 3 has candidates designing standards-based, developmentally appropriate student assessment activities. Task 4 asks the candidates to design a standards-based lesson, and video tape the implementation of 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.

Also, this year CalStateTEACH has made changes to allow easier access to the program website. By going "paperless" with its study guides and handbooks, candidates have access to all current program materials with just a simple internet connection. The program curriculum is now stored in a database and the study guides are not merely a collection of PDF files. On-screen text is interactive with hyperlinks and adjustable-size fonts. Moreover, candidates and faculty have the ability to highlight or "mark up" text.

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 2004-2005 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 2004-2005

	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 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	65	65	
In Academic Positions with Rights and Responsibilities	65	65	
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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: CalStateTEACH

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	333	333	100%
Aggregate	0	--	--	100%	333	333	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	325	315	97%
Aggregate	0	--	--	98%	325	315	97%
Other Content Areas							
CSET MSE I	0	--	--	100%	248	248	100%
CSET MSE II	0	--	--	100%	248	246	99%
CSET MSE III	0	--	--	100%	248	248	100%
MSAT (0140 + 0151)	0	--	--	99%	48	48	100%
Aggregate	0	--	--	99%	296	294	99%
Summary Totals and Pass Rate	0	--	--	98%	337	325	96%

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

Institution/Program: CalStateTEACH

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	306	306	100%
Aggregate	0	--	--	100%	306	306	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	307	306	100%
Aggregate	0	--	--	99%	307	306	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	237	237	100%
Aggregate	0	--	--	99%	237	237	100%
Summary Totals and Pass Rate	0	--	--	99%	307	306	100%

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

Institution/Program:	CalStateTEACH

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Chapman University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Chapman University's programs in Education provide accessible, selected education credential and graduate degree programs of high quality to a variety of student populations through two distinctive academic units: (1) the School of Education (SOE) on the Orange campus and (2) the Education Division within University College (CUC) and its network of regional academic campuses. Utilizing two distinct delivery models (traditional and alternative) enables Chapman University to serve a great portion of California and its diverse population. Operating under a common mission and philosophy but defined differently according to the specific students and educational outcomes the unit serves, the Chapman University- School of Education and the Chapman University College- Education Division, 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 2004-2005

There are a variety of factors that have contributed to the current level of success for our two Education academic units. 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 throughout the programs which have been designed to reflect the California Academic Content Standards and contemporary research on a balanced approach to literacy. The two academic unit programs provide options for entry into Chapman education programs; a more traditional entry through the School of Education on the Orange campus and alternative entries and deliveries through the academic campuses of Chapman University College-Education division. At the same time, both units maintain high standards of academic delivery quality, assessment, and learning outcomes. The talent, commitment, strong teaching background as well as the research productivity of the education faculty is another very important factor. The School of Education on the Orange campus draws a significant number of students directly from its undergraduate programs. Chapman University College- Education Division is able to attract to our programs talented candidates who often are more mature adult learners who are connected to their communities. In sum, the two distinct academic education units are well designed, faculty members are knowledgeable and effective, and credential candidates are capable and well prepared for classroom responsibilities.

Institution/Program: Chapman University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

The School of Education (SOE) on the Orange campus and the University College (CUC) Education Division have several initiatives (some shared and others by independent unit) designed to ensure the quality and integrity of our programs. First, the university has designed and implemented a plan for the state required testing of all teachers using the California Teacher Performance Assessment (CTPA). The university has updated and extended its internship agreements with several school districts and county offices across the state to better assist with current district teacher shortages. Finally, the university participated for a second year with the CSU-Institute for Educational Reform's Teacher Education Survey, as one of seven private and independent colleges/universities, to ascertain program effectiveness data about our teacher credential programs compared to other private universities in California. The results of this survey have been useful in making valuable changes to our teacher credential 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:

www.chapman.edu

Institution/Program: Chapman University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,502	1,419	83
Single Subject Candidates	1,237	1,113	124
Education Specialist Candidates	610	513	97
Totals	3,349	3,045	304

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	729	654	75
Single Subject Candidates	580	473	107
Education Specialist Candidates	216	135	81
Totals	1,525	1,262	263

Institution/Program:	Chapman University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	129	129	0
In Academic Positions with Rights and Responsibilities	129	129	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	125	125	0
In Academic Positions with Rights and Responsibilities	125	125	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	44	44	0
In Academic Positions with Rights and Responsibilities	44	44	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Chapman University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	953	953	100%	100%	146	146	100%
Aggregate	953	953	100%	100%	146	146	100%
Professional Knowledge/Pedagogy							
RICA	568	566	100%	98%	64	62	97%
Aggregate	568	566	100%	98%	64	62	97%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	94%	0	--	--
Art S* (12)	4	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Art Subtest I	4	--	--	100%	0	--	--
CSET Art Subtest II	4	--	--	100%	0	--	--
CSET English I	53	53	100%	100%	12	12	100%
CSET English II	53	53	100%	100%	12	12	100%
CSET English III	53	53	100%	100%	12	12	100%
CSET English IV	53	53	100%	100%	12	12	100%
CSET Math I	48	48	100%	100%	7	--	--
CSET Math II	48	48	100%	100%	7	--	--
CSET Math III	10	10	100%	92%	2	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	32	32	100%	100%	9	--	--
CSET Sci III Chemistry	9	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	5	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	43	41	95%	99%	11	11	100%
CSET Science II	42	41	98%	99%	11	11	100%
CSET Social Sci I	67	67	100%	100%	10	10	100%
CSET Social Sci II	67	67	100%	100%	10	10	100%
CSET Social Sci III	67	67	100%	100%	10	10	100%
CSET Spanish Subtest I	13	13	100%	100%	0	--	--
CSET Spanish Subtest II	13	13	100%	100%	0	--	--
CSET Spanish Subtest III	13	13	100%	100%	0	--	--
English Praxis II	4	--	--	100%	2	--	--
English S* (01)	4	--	--	99%	2	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	1	--	--
Math S* (02)	3	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	4	--	--	96%	0	--	--
Music S* (13)	5	--	--	100%	0	--	--
Punjabi S* (23)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	0	--	--
Social Science S* (03)	4	--	--	97%	0	--	--
Spanish S* (10)	9	--	--	100%	4	--	--

Spanish: Analysis Praxis II (0193)	9	--	--	92%	4	--	--
Spanish: Skills Praxis II (0192)	9	--	--	98%	4	--	--
Aggregate	269	267	99%	99%	49	49	100%
Other Content Areas							
Business S* (15)	7	--	--	97%	2	--	--
CSET Business Subtest I	1	--	--	100%	0	--	--
CSET Business Subtest II	1	--	--	0%	0	--	--
CSET Business Subtest III	1	--	--	100%	0	--	--
CSET MSE I	453	453	100%	100%	36	36	100%
CSET MSE II	453	453	100%	100%	36	36	100%
CSET MSE III	453	453	100%	100%	36	36	100%
CSET Physical Education Subtest I	6	--	--	97%	1	--	--
CSET Physical Education Subtest II	6	--	--	97%	1	--	--
CSET Physical Education Subtest III	6	--	--	97%	1	--	--
Health Science S* (16)	19	19	100%	100%	11	11	100%
Home Economics S* (17)	1	--	--	100%	0	--	--
Industrial + Tech Ed. S* (18)	4	--	--	93%	1	--	--
MSAT (0140 + 0151)	60	60	100%	99%	12	12	100%
Phys. Educ. Praxis Test II	12	12	100%	98%	1	--	--
Physical Education S* (09)	14	13	93%	97%	1	--	--
Aggregate	565	562	99%	99%	64	64	100%
Summary Totals and Pass Rate	957	950	99%	98%	146	144	99%

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

Institution/Program: Chapman University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	1299	1299	100%	100%	45	45	100%
Aggregate	1299	1299	100%	100%	45	45	100%
Professional Knowledge/Pedagogy							
RICA	819	815	100%	99%	43	43	100%
Aggregate	819	815	100%	99%	43	43	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	100%	0	--	--
Art S* (12)	4	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	24	23	96%	98%	0	--	--
Biology S* (04 + 05)	24	23	96%	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	6	--	--	100%	0	--	--
Chemistry S* (04 + 06)	6	--	--	100%	0	--	--
CSET Math I	1	--	--	80%	0	--	--
CSET Math II	1	--	--	80%	0	--	--
CSET Math III	1	--	--	33%	0	--	--
English Praxis II	80	80	100%	100%	0	--	--
English S* (01)	82	81	99%	99%	0	--	--
French S* (11)	1	--	--	88%	0	--	--
Geoscience Praxis II (0433)	11	11	100%	100%	0	--	--
Geoscience S* (04 + 07)	11	11	100%	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	16	15	94%	99%	0	--	--
Math S* (02)	20	19	95%	98%	0	--	--
Music Praxis II (0111 + 0112)	6	--	--	100%	0	--	--
Music S* (13)	6	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	4	--	--	94%	0	--	--
Physics S* (04 + 08)	4	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	50	48	96%	97%	0	--	--
Social Science S* (03)	50	50	100%	99%	0	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	93%	0	--	--
Aggregate	215	209	97%	98%	0	--	--
Other Content Areas							
Agriculture S* (14)	2	--	--	100%	0	--	--
Business S* (15)	16	16	100%	100%	0	--	--
CSET MSE I	6	--	--	84%	0	--	--
CSET MSE II	6	--	--	77%	0	--	--
CSET MSE III	7	--	--	87%	0	--	--
Health Science S* (16)	27	27	100%	99%	0	--	--

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

Institution/Program:	Chapman University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

During 2004/2005, 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. CGU has continued to focus on excellent preparation in subject matter content knowledge, which is necessary for accountability. This has significantly increased pass rates for required subject matter exams.

Additionally, the new special education program both at the credential and MA/Ph.D. level has grown and experienced great success. 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, both at the University and District levels. This new program is unique in that it is highly integrated into the general education program thereby simultaneously 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 2004-2005

Several exciting initiatives will be launched in the coming year. First, the addition of the moderate/severe classification for Special Education will soon be under review for approval. This program will build upon the excellent characteristics of social justice and accountibility that undergird the existing mild/moderate program.

Second, an NSF funded partnership between CGU and the five undergraduate Claremont Colleges (Pomona, Harvey Mudd, Scripps, Claremont McKenna and Pitzer) has begun to recruit outstanding and diverse math and science graduates into the teaching profession. UC Berkeley is currently considering joining the partnership as they resonate with the strong social justice commitment of the CGU TEIP. The focus here is to increase the numbers of highly qualified and diverse math and science teachers who have been specifically prepared to be effective in diverse environments.

Finally, a variety of research activities will begin that focus on special education, literacy, mathematics and science to better inform CGU's practice along with it's colleagues as increased school/university partnerships are forged. A greater emphasis on collaboration throughout the program will benefit all involved parties.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	32	1	31
Single Subject Candidates	42	2	40
Education Specialist Candidates	12	0	12
Totals	86	3	83

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	32	1	31
Single Subject Candidates	42	2	40
Education Specialist Candidates	12		12
Totals	86	3	83

Institution/Program:	Claremont Graduate University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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	8 :1	:1

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

Institution/Program:	Claremont Graduate University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: Claremont Graduate University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	81	81	100%
Aggregate	0	--	--	100%	81	81	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	43	43	100%
Aggregate	0	--	--	98%	43	43	100%
Academic Content Areas							
CSET English I	0	--	--	100%	10	10	100%
CSET English II	0	--	--	100%	10	10	100%
CSET English III	0	--	--	100%	10	10	100%
CSET English IV	0	--	--	100%	10	10	100%
CSET Math I	0	--	--	100%	4	--	--
CSET Math II	0	--	--	100%	4	--	--
CSET Math III	0	--	--	92%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	3	--	--
CSET Science II	0	--	--	99%	3	--	--
CSET Social Sci I	0	--	--	100%	8	--	--
CSET Social Sci II	0	--	--	100%	8	--	--
CSET Social Sci III	0	--	--	100%	8	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	98%	1	--	--
Aggregate	0	--	--	99%	29	29	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	36	36	100%
CSET MSE II	0	--	--	100%	36	36	100%
CSET MSE III	0	--	--	100%	36	36	100%
MSAT (0140 + 0151)	0	--	--	99%	4	--	--
Aggregate	0	--	--	99%	40	40	100%
Summary Totals and Pass Rate	0	--	--	98%	81	81	100%

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

Institution/Program: Claremont Graduate University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	104	104	100%
Aggregate	0	--	--	100%	104	104	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	71	71	100%
Aggregate	0	--	--	99%	71	71	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	6	--	--
Biology S* (04 + 05)	0	--	--	98%	4	--	--
English Praxis II	0	--	--	100%	6	--	--
English S* (01)	0	--	--	99%	6	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	5	--	--
Math S* (02)	0	--	--	98%	5	--	--
Physics Praxis II (0262 + 0433)	0	--	--	94%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	97%	8	--	--
Social Science S* (03)	0	--	--	99%	8	--	--
Aggregate	0	--	--	98%	27	27	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	48	48	100%
Aggregate	0	--	--	99%	48	48	100%
Summary Totals and Pass Rate	0	--	--	99%	104	104	100%

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

Institution/Program:	Claremont Graduate University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 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. Also, interns are required to meet once a month for Seminar. 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 2004-2005

During the 2004-2005 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 2004-2005

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. Interns must receive an overall score of at least 12. The CCTC-established rubrics which are used to assess the TPA.

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

Institution/Program: Compton USD

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Compton USD

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	17	17	100%
Aggregate	0	--	--	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	18	18	100%
Aggregate	0	--	--	98%	18	18	100%
Summary Totals and Pass Rate	0	--	--	98%	18	18	100%

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

Institution/Program: Compton USD

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	22	22	100%
Aggregate	0	--	--	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	22	22	100%
Aggregate	0	--	--	99%	22	22	100%
Summary Totals and Pass Rate	0	--	--	99%	22	22	100%

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

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 2004-2005
(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 2004-2005

Many features contributed to program excellence and effectiveness for teacher education candidates during 2004-2005.

The admission process from first contact through enrollment is a very effective aspect of Concordia's teacher preparation programs. Students begin with a sense of nurture and respect. The admission and advising staff exemplify the School of Education's personal attention philosophy. All credential candidates submit passing subject matter scores prior to admission if their major and teaching fields are not congruent. The Director of the Credential Program assures quality and propriety of the course content, quality of instruction, and continuity of the admission and advising process. This has lead to a program that supports students who need additional attention throughout credential courses and student teaching. All students successfully complete the Teacher Performance Appraisals before finishing the program. The Director provides remediation and coaching for those needing assistance with the Teacher Performance Appraisals. The Director also represents the School of Education faculty in matters of concern with particular students. All faculty of credential courses and supervisors of student teaching have significant experience teaching in K-12 settings. Experience includes teaching and administration in 100% minority schools, urban and small town settings and public as well as Christian schools. To add to the knowledge brought to the students by the faculty, Concordia regularly invites teachers from local schools to serve as adjuncts or to make presentations which provide students with current links to school improvement and curriculum development.

Institution/Program: Concordia University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

1. A new faculty member is being sought to increase the ethnic and economic diversity of the experience of the faculty.

2. A credential program has been established in the Temecula area. This program has the Associate Dean as its director and is offering the credential program for both single subject and multiple subject students.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	204	204	0
Single Subject Candidates	86	86	0
Education Specialist Candidates	0	0	0
Totals	290	290	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	106	106	0
Single Subject Candidates	31	31	0
Education Specialist Candidates	0	0	0
Totals	137	137	0

Institution/Program:	Concordia University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27	0	0
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	21	0	0
Single Subject Programs	15	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	11	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 2004-2005*

	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 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: Concordia University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	128	128	100%	100%	0	--	--
Aggregate	128	128	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	97	95	98%	98%	0	--	--
Aggregate	97	95	98%	98%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	8	--	--	100%	0	--	--
CSET Social Sci II	8	--	--	100%	0	--	--
CSET Social Sci III	8	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	0	--	--
Aggregate	19	19	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	81	81	100%	100%	0	--	--
CSET MSE II	81	81	100%	100%	0	--	--
CSET MSE III	81	81	100%	100%	0	--	--
MSAT (0140 + 0151)	14	14	100%	99%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	96	96	100%	99%	0	--	--
Summary Totals and Pass Rate	129	127	98%	98%	0	--	--

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

Institution/Program: Concordia University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	94	94	100%	100%	1	--	--
Aggregate	94	94	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	68	68	100%	99%	1	--	--
Aggregate	68	68	100%	99%	1	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	100%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	14	14	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	44	44	100%	100%	1	--	--
Phys. Educ. Praxis Test II	3	--	--	99%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	49	48	98%	99%	1	--	--
Summary Totals and Pass Rate	94	93	99%	99%	1	--	--

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

Institution/Program:	Concordia University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 (CCTC). Teacher credential programs for Multiple and Single Subjects and Mild/Moderate or Moderate/Severe Disabilities value developmental educational approaches which prepare caring and reflective professionals.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

Teacher credential programs strive to provide students with meaningful coursework and relevant field experiences that build upon solid research and philosophical foundations. The collaborative nature of our programs contain positive features such as: Distinguished teachers-in-residence, quarterly field-experiences, grant partnerships with schools and community businesses, a professional development school, 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 2004-2005

Mojave District Teacher Preparation Grant – This is a program targeting teacher candidates who live in remote areas. It is a collaborative effort with Mojave School District, California City and California State University, Bakersfield. To prepare teachers in remote areas.

Palmdale School District Internship Grant - This is a collaborative effort between Palmdale School District, California State University, Bakersfield, and several other IHE's. The goal is to prepare an increased number of beginning teachers to serve the community. The Palmdale School District serves one of the fastest growing student populations in California.

Paramount Farming Company Partnership - This is a developing partnership in which Paramount Farming Company is funding the School of Education at California State University of Bakersfield to provide staff development for area schools. Faculty from the School of Education will work with teachers in the north and west Kern County farming communities.

Kern County Paraprofessional Grant - This grant pays for paraprofessionals in local school districts to continue their education to become teachers. The Kern County Superintendent of Schools works with faculty at California State University, Bakersfield to provide assistance and funding for new teacher candidates.

CSU-wide Teacher Recruitment Grant in Math and Sciences - This new grant will provide funding for students in undergraduate programs who wish to teach math and/or science in K-12 schools. It is a joint effort between the School of Education and the School of Natural Sciences and Mathematics.

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

www.csub.edu/SoE/

Institution/Program: CSU Bakersfield

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	649	544	105
Single Subject Candidates	393	237	156
Education Specialist Candidates	362	158	204
Totals	1,404	939	465

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	315	293	22
Single Subject Candidates	125	98	27
Education Specialist Candidates	85	57	28
Totals	525	448	77

Institution/Program: CSU Bakersfield

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	44	3	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	40	3	0
Single Subject Programs	8	3	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	6	3	0
Education Specialist Programs	7	12	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	6	12	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1	15 :1	0 :1
Single Subject Programs	12 :1	13 :1	0 :1
Education Specialist Programs	6 :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:	CSU Bakersfield

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	15 and 30	10 and 10	450
Single Subject Programs	30	10	300
Education Specialist Programs	30 or 45	10 or 10/10	300,450

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Bakersfield

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	419	418	100%	100%	106	106	100%
Aggregate	419	418	100%	100%	106	106	100%
Professional Knowledge/Pedagogy							
RICA	313	307	98%	98%	75	69	92%
Aggregate	313	307	98%	98%	75	69	92%
Academic Content Areas							
Art Praxis II (0131 + 0132)	4	--	--	94%	0	--	--
Art S* (12)	4	--	--	97%	0	--	--
CSET English I	13	13	100%	100%	3	--	--
CSET English II	13	13	100%	100%	3	--	--
CSET English III	13	13	100%	100%	3	--	--
CSET English IV	13	13	100%	100%	3	--	--
CSET Math I	6	--	--	100%	4	--	--
CSET Math II	6	--	--	100%	4	--	--
CSET Math III	1	--	--	92%	3	--	--
CSET Sci III Bio/Life	5	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	8	--	--	99%	1	--	--
CSET Science II	8	--	--	99%	1	--	--
CSET Social Sci I	8	--	--	100%	1	--	--
CSET Social Sci II	8	--	--	100%	1	--	--
CSET Social Sci III	8	--	--	100%	1	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	1	--	--
Aggregate	43	43	100%	99%	11	11	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	246	246	100%	100%	20	20	100%
CSET MSE II	246	246	100%	100%	20	20	100%
CSET MSE III	246	246	100%	100%	20	20	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	16	16	100%	100%	22	22	100%
Industrial + Tech Ed. S* (18)	1	--	--	93%	0	--	--
MSAT (0140 + 0151)	10	10	100%	99%	14	14	100%
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	276	276	100%	99%	58	58	100%

Summary Totals and Pass Rate	419	412	98%	98%	106	100	94%

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

Institution/Program: CSU Bakersfield

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	375	374	100%	100%	38	38	100%
Aggregate	375	374	100%	100%	38	38	100%
Professional Knowledge/Pedagogy							
RICA	291	285	98%	99%	31	31	100%
Aggregate	291	285	98%	99%	31	31	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Biology S* (04 + 05)	2	--	--	98%	1	--	--
English Praxis II	8	--	--	100%	1	--	--
English S* (01)	8	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	5	--	--	99%	0	--	--
Math S* (02)	5	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	97%	1	--	--
Social Science S* (03)	5	--	--	99%	1	--	--
Aggregate	20	20	100%	98%	3	--	--
Other Content Areas							
Business S* (15)	3	--	--	100%	0	--	--
Health Science S* (16)	5	--	--	99%	1	--	--
Home Economics S* (17)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	79	79	100%	100%	5	--	--
Phys. Educ. Praxis Test II	1	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	89	89	100%	99%	6	--	--
Summary Totals and Pass Rate	375	368	98%	99%	38	38	100%

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

Institution/Program:	CSU Bakersfield

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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. All programs emphasize strong connections between theory and practice. Students teach during each semester of the credential program.

Institution/Program: CSU Channel Islands

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

CSU Channel Islands continues to expand programs that educate teachers and school administrators in Ventura and Southern Santa Barbara counties. The multiple subject, single subject and education specialist programs all increased the number of credential candidates completing their credential.

The Education Programs continued to develop portfolio assessment processes incorporating California teacher performance assessments.

Continuing their commitment to diversity and multicultural/multilingual education, students and faculty are involved in many collaborative projects with school districts throughout the community.

Launched Master of Arts in Education and Administrative Services Credential program for school principals with 11 graduate students in collaboration with local school districts

Collaborated with fourth grade teachers at Parkview Elementary School (Hueneme School District) to involve senior capstone students with family literacy project

Disseminated information to high school students about how they can be better prepared for the university through the Early Assessment Project

Tomorrow's Teachers, a student organization for prospective teachers, tutored migrant students at Rio School District's Saturday School

Conducted Reading Institute for Academic Preparation and other workshops for high school English teachers

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	158	156	2
Single Subject Candidates	70	50	20
Education Specialist Candidates	49	35	14
Totals	277	241	36

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	158	156	2
Single Subject Candidates	70	50	20
Education Specialist Candidates	49	35	14
Totals	277	241	36

Institution/Program:	CSU Channel Islands

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	27	3	0
In Academic Positions with Rights and Responsibilities	27	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	21	10	0
In Academic Positions with Rights and Responsibilities	21	10	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	11	5	0
In Academic Positions with Rights and Responsibilities	11	5	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: CSU Channel Islands

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	92	92	100%	100%	16	16	100%
Aggregate	92	92	100%	100%	16	16	100%
Professional Knowledge/Pedagogy							
RICA	87	87	100%	98%	7	--	--
Aggregate	87	87	100%	98%	7	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	1	--	--
CSET English II	3	--	--	100%	1	--	--
CSET English III	3	--	--	100%	1	--	--
CSET English IV	3	--	--	100%	1	--	--
CSET Math I	1	--	--	100%	2	--	--
CSET Math II	1	--	--	100%	2	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
Aggregate	4	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	68	68	100%	100%	1	--	--
CSET MSE II	68	68	100%	100%	1	--	--
CSET MSE III	68	68	100%	100%	1	--	--
Health Science S* (16)	3	--	--	100%	1	--	--
MSAT (0140 + 0151)	7	--	--	99%	2	--	--
Aggregate	78	78	100%	99%	4	--	--
Summary Totals and Pass Rate	93	93	100%	98%	17	17	100%

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

Institution/Program: CSU Channel Islands

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program:	CSU Channel Islands

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	317	306	11
Single Subject Candidates	251	233	18
Education Specialist Candidates	74	5	69
Totals	642	544	98

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	291	280	11
Single Subject Candidates	225	207	18
Education Specialist Candidates	74	5	69
Totals	590	492	98

Institution/Program:	CSU Chico

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	6	0
In Academic Positions with Rights and Responsibilities	19	6	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Single Subject Programs	18	7	0
In Academic Positions with Rights and Responsibilities	17	7	0
In Non-Academic Positions without Rights and Responsibilities	1	0	0
Education Specialist Programs	4	7	0
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	1	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	18 :1	20 :1	:1
Single Subject Programs	12 :1	15 :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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	30	745
Single Subject Programs	30	30	600
Education Specialist Programs	20	32	480

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Chico

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	278	277	100%	100%	29	29	100%
Aggregate	278	277	100%	100%	29	29	100%
Professional Knowledge/Pedagogy							
RICA	186	183	98%	98%	11	11	100%
Aggregate	186	183	98%	98%	11	11	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	2	--	--
CSET English II	1	--	--	100%	2	--	--
CSET English III	1	--	--	100%	2	--	--
CSET English IV	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	86	84	98%	100%	4	--	--
CSET MSE II	86	84	98%	100%	4	--	--
CSET MSE III	86	86	100%	100%	4	--	--
Health Science S* (16)	2	--	--	100%	3	--	--
Industrial + Tech Ed. S* (18)	1	--	--	93%	0	--	--
MSAT (0140 + 0151)	8	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	98	94	96%	99%	8	--	--
Summary Totals and Pass Rate	280	272	97%	98%	30	30	100%

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

Institution/Program: CSU Chico

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	335	333	99%	100%	143	143	100%
Aggregate	335	333	99%	100%	143	143	100%
Professional Knowledge/Pedagogy							
RICA	219	218	100%	99%	83	83	100%
Aggregate	219	218	100%	99%	83	83	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	100%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	1	--	--
Biology S* (04 + 05)	0	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	1	--	--
English S* (01)	1	--	--	99%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	1	--	--
Math S* (02)	1	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	97%	2	--	--
Social Science S* (03)	0	--	--	99%	2	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	1	--	--
Aggregate	4	--	--	98%	10	8	80%
Other Content Areas							
Health Science S* (16)	1	--	--	99%	2	--	--
MSAT (0140 + 0151)	43	43	100%	100%	27	27	100%
Phys. Educ. Praxis Test II	1	--	--	99%	2	--	--
Physical Education S* (09)	1	--	--	99%	2	--	--
Aggregate	45	45	100%	99%	31	31	100%
Summary Totals and Pass Rate	335	332	99%	99%	143	141	99%

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

Institution/Program:	CSU Chico

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 instruction in all teacher preparation coursework; and, 4) has developed a blended (teacher preparation/liberal studies) program

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,560	1,048	512
Single Subject Candidates	869	471	398
Education Specialist Candidates	991	2	989
Totals	3,420	1,521	1,899

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	567	361	206
Single Subject Candidates	290	129	161
Education Specialist Candidates	471	2	469
Totals	1,328	492	836

Institution/Program: CSU Dominiguez Hills

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	31	19	0
In Academic Positions with Rights and Responsibilities	10	8	0
In Non-Academic Positions without Rights and Responsibilities	21	11	0
Single Subject Programs	40	54	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	39	53	0
Education Specialist Programs	1	22	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	21	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	CSU Dominiguez Hills

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: CSU Dominiguez Hills

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	516	516	100%	100%	549	549	100%
Aggregate	516	516	100%	100%	549	549	100%
Professional Knowledge/Pedagogy							
RICA	372	371	100%	98%	394	393	100%
Aggregate	372	371	100%	98%	394	393	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	4	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	0	--	--
Chemistry S* (04 + 06)	1	--	--	86%	0	--	--
CSET English I	12	12	100%	100%	23	23	100%
CSET English II	12	12	100%	100%	23	23	100%
CSET English III	12	12	100%	100%	23	23	100%
CSET English IV	12	12	100%	100%	23	23	100%
CSET Math I	13	13	100%	100%	13	13	100%
CSET Math II	13	13	100%	100%	13	13	100%
CSET Math III	7	--	--	92%	10	10	100%
CSET Sci III Bio/Life	8	--	--	100%	6	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Science I	9	--	--	99%	9	--	--
CSET Science II	9	--	--	99%	9	--	--
CSET Social Sci I	11	11	100%	100%	7	--	--
CSET Social Sci II	11	11	100%	100%	7	--	--
CSET Social Sci III	11	11	100%	100%	7	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	12	12	100%
English S* (01)	5	--	--	99%	11	11	100%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	6	--	--
Math S* (02)	3	--	--	100%	5	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	1	--	--
Social Science S* (03)	1	--	--	97%	1	--	--
Spanish S* (10)	5	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	5	--	--	98%	1	--	--
Aggregate	62	55	89%	99%	81	81	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	3	--	--
CSET MSE I	186	185	99%	100%	113	113	100%
CSET MSE II	185	185	100%	100%	113	113	100%

CSET MSE III	186	185	99%	100%	113	112	99%
Health Science S* (16)	11	11	100%	100%	33	33	100%
MSAT (0140 + 0151)	40	39	98%	99%	106	106	100%
Phys. Educ. Praxis Test II	3	--	--	98%	10	10	100%
Physical Education S* (09)	2	--	--	97%	10	10	100%
Aggregate	241	239	99%	99%	265	264	100%
Summary Totals and Pass Rate	519	509	98%	98%	552	550	100%

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

Institution/Program: CSU Dominiguez Hills

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	795	795	100%	100%	35	35	100%
Aggregate	795	795	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	582	580	100%	99%	23	23	100%
Aggregate	582	580	100%	99%	23	23	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Biology S* (04 + 05)	8	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
English Praxis II	15	15	100%	100%	2	--	--
English S* (01)	18	18	100%	99%	2	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	7	--	--	99%	2	--	--
Math S* (02)	7	--	--	98%	2	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	97%	1	--	--
Social Science S* (03)	5	--	--	99%	1	--	--
Spanish S* (10)	5	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	5	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	5	--	--	93%	0	--	--
Aggregate	50	48	96%	98%	5	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Health Science S* (16)	2	--	--	99%	0	--	--
MSAT (0140 + 0151)	258	258	100%	100%	17	16	94%
Phys. Educ. Praxis Test II	3	--	--	99%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	265	265	100%	99%	17	16	94%
Summary Totals and Pass Rate	796	792	99%	99%	35	34	97%

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

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 2004-2005
(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 2004-2005

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 2004-2005

For the Multiple Subject and Single Subject Credential Programs, a new field experience summarive evaluation form, based on the California's Teacher Performance Expectations (TPEs) was developed. Student Teaching supervisors were trained to use the instrument. For both programs, criteria and expectations for required field experience with English Learners were developed.

The Education Specialist internship program continues its partnership 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:
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 2004-2005 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	261	130
Single Subject Candidates	230	81	149
Education Specialist Candidates	75	64	11
Totals	696	406	290

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	355	225	130
Single Subject Candidates	214	68	146
Education Specialist Candidates	75	64	11
Totals	644	357	287

Institution/Program:	CSU East Bay

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

Number of Supervising Teachers During 2004-2005
(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	7	7	11
In Academic Positions with Rights and Responsibilities	3	3	0
In Non-Academic Positions without Rights and Responsibilities	4	4	11

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0.18 :1	0.18 :1	n/a :1
Single Subject Programs	0.18 :1	0.18 :1	n/a :1
Education Specialist Programs	0.31 :1	0.31 :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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	24	24	576
Single Subject Programs	24	24	576
Education Specialist Programs	40	10	400

Duration of Required Candidate Participation in Intern Programs in 2004-2005

	Number of Years
Multiple Subject Programs	1.00
Single Subject Programs	1.00
Education Specialist Programs	2.0

Institution/Program: CSU East Bay

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	271	271	100%	100%	178	178	100%
Aggregate	271	271	100%	100%	178	178	100%
Professional Knowledge/Pedagogy							
RICA	194	192	99%	98%	84	81	96%
Aggregate	194	192	99%	98%	84	81	96%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	2	--	--
Art S* (12)	1	--	--	97%	2	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	2	--	--
Biology S* (04 + 05)	0	--	--	100%	3	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	1	--	--
Chemistry S* (04 + 06)	1	--	--	86%	1	--	--
CSET English I	8	--	--	100%	12	12	100%
CSET English II	8	--	--	100%	12	12	100%
CSET English III	8	--	--	100%	12	12	100%
CSET English IV	8	--	--	100%	12	12	100%
CSET Math I	6	--	--	100%	10	10	100%
CSET Math II	6	--	--	100%	10	10	100%
CSET Math III	4	--	--	92%	6	--	--
CSET Sci III Bio/Life	7	--	--	100%	9	--	--
CSET Sci III Chemistry	3	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Sci IV Physics	1	--	--	100%	0	--	--
CSET Science I	12	12	100%	99%	12	12	100%
CSET Science II	12	12	100%	99%	12	12	100%
CSET Social Sci I	13	13	100%	100%	12	12	100%
CSET Social Sci II	13	13	100%	100%	12	12	100%
CSET Social Sci III	13	13	100%	100%	12	12	100%
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
French S* (11)	0	--	--	100%	2	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	2	--	--
French: Skills Praxis II (0171)	0	--	--	100%	2	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	3	--	--
Math S* (02)	0	--	--	100%	3	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	2	--	--
Music S* (13)	0	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	2	--	--
Social Science S* (03)	3	--	--	97%	2	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	1	--	--
Aggregate	47	47	100%	99%	64	63	98%
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--

CSET MSE I	179	178	99%	100%	55	55	100%
CSET MSE II	178	175	98%	100%	55	54	98%
CSET MSE III	179	177	99%	100%	55	54	98%
MSAT (0140 + 0151)	7	--	--	99%	16	16	100%
Phys. Educ. Praxis Test II	3	--	--	98%	5	--	--
Physical Education S* (09)	3	--	--	97%	5	--	--
Aggregate	189	183	97%	99%	77	76	99%
Summary Totals and Pass Rate	271	264	97%	98%	178	174	98%

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

Institution/Program: CSU East Bay

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	187	187	100%	100%	199	199	100%
Aggregate	187	187	100%	100%	199	199	100%
Professional Knowledge/Pedagogy							
RICA	153	153	100%	99%	120	119	99%
Aggregate	153	153	100%	99%	120	119	99%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	3	--	--
Biology S* (04 + 05)	2	--	--	98%	3	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	2	--	--
Chemistry S* (04 + 06)	0	--	--	100%	2	--	--
English Praxis II	7	--	--	100%	13	13	100%
English S* (01)	7	--	--	99%	13	13	100%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	8	--	--
Math S* (02)	0	--	--	98%	8	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	6	--	--
Social Science S* (03)	5	--	--	99%	5	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	89%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	93%	1	--	--
Aggregate	15	15	100%	98%	35	35	100%
Other Content Areas							
MSAT (0140 + 0151)	68	68	100%	100%	73	73	100%
Aggregate	68	68	100%	99%	73	73	100%
Summary Totals and Pass Rate	187	187	100%	99%	199	198	99%

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

Institution/Program:	CSU East Bay

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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.
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%.

Teaching Population: Credentialed teachers for the four county region totaled 16,847. Teacher ethnicity is as follows: American Indian- .9%, Asian- 3%, Pacific Islander- .1%, Filipino- .6%, Hispanic- 17%, African-American- 2%, White Not-Hispanic- 76% and other-.7%.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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; CPET-Central Valley Partnerships for Exemplery Teachers; and an Education Early Childhood Emphasis. Classes are also available via interactive audio/video at remote sites throughout the region. The Annual Character and Civic Education Conference, the 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, Reading and Literacy, and Writing Projects; and the Central Valley Science Project. The KSOEHD has established the Central Valley Educational Leadership Institute as an Ancillary Unit of the university and a part of the Academic Comprehensive Campaign. It provides leadership programs and initiatives to meet the needs of state-wide educational leaders. Superintendent academies, school site leadership team training, inservice for school board members and other activities will be included within the Institute.

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 2004-2005

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

The Multiple Subject teacher education faculty continued 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 began Spring 2005, Fall 2005 and Spring 2006 in three different districts.

The Education Specialist Credential Program has revised its program to place more instruction and practice on assessment as well as curriculum and instructional support and rewrote their fieldwork experience for Dual students (Multiple Subject and Special Education) to incorporate the revised Multiple Subject courses.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	973	951	22
Single Subject Candidates	334	274	60
Education Specialist Candidates	138	111	27
Totals	1,445	1,336	109

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	740	718	22
Single Subject Candidates	277	217	60
Education Specialist Candidates	100	73	27
Totals	1,117	1,008	109

Institution/Program:	CSU Fresno

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	39	9	0
In Academic Positions with Rights and Responsibilities	18	3	0
In Non-Academic Positions without Rights and Responsibilities	21	6	0
Single Subject Programs	35	19	0
In Academic Positions with Rights and Responsibilities	23	12	0
In Non-Academic Positions without Rights and Responsibilities	12	7	0
Education Specialist Programs	6	5	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	4	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: CSU Fresno

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	635	635	100%	100%	92	92	100%
Aggregate	635	635	100%	100%	92	92	100%
Professional Knowledge/Pedagogy							
RICA	479	453	95%	98%	40	37	93%
Aggregate	479	453	95%	98%	40	37	93%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	0	--	--	100%	2	--	--
CSET Math II	0	--	--	100%	2	--	--
CSET Math III	0	--	--	92%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	2	--	--	99%	6	--	--
CSET Science II	2	--	--	99%	6	--	--
CSET Social Sci I	5	--	--	100%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	12	12	100%	99%	11	11	100%
Other Content Areas							
CSET MSE I	328	315	96%	100%	18	18	100%
CSET MSE II	333	310	93%	100%	18	18	100%
CSET MSE III	330	318	96%	100%	19	19	100%
Home Economics S* (17)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	10	9	90%	99%	0	--	--
Aggregate	344	307	89%	99%	20	20	100%
Summary Totals and Pass Rate	636	585	92%	98%	92	89	97%

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

Institution/Program: CSU Fresno

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	547	545	100%	100%	85	85	100%
Aggregate	547	545	100%	100%	85	85	100%
Professional Knowledge/Pedagogy							
RICA	460	449	98%	99%	47	46	98%
Aggregate	460	449	98%	99%	47	46	98%
Academic Content Areas							
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	1	--	--
Social Science S* (03)	1	--	--	99%	1	--	--
Aggregate	2	--	--	98%	2	--	--
Other Content Areas							
Business S* (15)	2	--	--	100%	0	--	--
CSET MSE I	5	--	--	84%	0	--	--
CSET MSE II	5	--	--	77%	0	--	--
CSET MSE III	5	--	--	87%	0	--	--
MSAT (0140 + 0151)	60	59	98%	100%	10	10	100%
Aggregate	67	66	99%	99%	10	10	100%
Summary Totals and Pass Rate	547	534	98%	99%	85	84	99%

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

Institution/Program:	CSU Fresno

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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:

Now in our second year as a college of education, we remain firmly committed to high quality teacher preparation, recognizing that the teacher is most important variable in K-12 student learning. We are firmly supported by university administration and our surrounding community education partners. Our university and college and university mission statements and fundamental concepts guide our work – "learning is pre-eminent" and "our mission is to teach, to serve, and to engage in scholarship."

We continue to stress and strengthen the high quality of our programs, reflected in strong assessment results from a variety of measures. Two of these measures are the CSU Chancellor's Office Teacher Accountability Study and candidate results on the TPAs. Our credential recipients demonstrate strong knowledge of subject matter and strong pedagogical skills that lead to improving learning outcomes for students. The results are newly credentialed teachers who school districts seek to hire.

We attribute our strong credential programs to many factors. These include accepting well-qualified candidates for the teaching profession, strong faculty and master teachers who support candidates' learning both in the university and K-12 classrooms, and well-chosen student teaching placement in school environments that support our candidates' professional development.

Another context for our credential programs includes an intentional focus on candidate and program assessment. We are developing a college-wide assessment system that will assist in taking measures at initial

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The Multiple Subject Program included pilot testing TaskStream, discussions with key district personnel regarding ways to enhance student teaching placements and procedures, continued updates to the department's 2042 website, and block and field supervisor meetings to ensure consistent program effectiveness. Other qualities are mandatory course-alike meetings for all courses, a thorough and organized admissions process, requirement for CSET before admission, formative assessment throughout the program, and feedback from advisory boards used for program improvement.

The Single Subject Program continued implementation of the Teaching Performance Assessment. Tracking student performance data has allowed for improved alignment across coursework, field experiences, and the Teaching Performance Expectations. Increased emphasis on technology has resulted in expansion of Blackboard usage, increased availability of program information on the Web, and increased use of technology-embedded curriculum, instruction, and assessment by university instructors, teacher candidates, and their secondary students.

The Special Education Program has a renewed focus on student outcomes and assessment. Data collection on student outcomes for Pre K-12 students from 140 interns for the last three years shows the benefit of intern candidate teaching on student learning.

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 2004-2005

The Multiple Subject Program New initiatives: TaskStream for most candidates, updates online modules for one-unit seminars, design new SRI form to better access student feedback re supervisors; update and clarify block leader and supervisor manuals; task team to evaluate implementation of TPAs; proposal to support two populations of credential candidates – interns and Latinos - preparing to take the RICA who, based on new ETS data, need more support; proposal to examine longitudinal data regarding students' feedback about the program. State legislation and funding will determine the implementation of TPAs; grant monies will determine the ability to support candidate preparation for the RICA, and the longitudinal study of student advisory board feedback. The Single Subject Program New emphasis on recruitment, retention, and support of mathematics and science teachers at the federal, state, and system levels has prompted new partnerships and programs. Although these projects are in initial stages, two Web pages document their progress: Mathematics and Science Teacher Project (ed.fullerton.edu/SecEd/MAST/Index.htm) and Increasing TeachingCapacity(ed.fullerton.edu/SecEd/Cedential_Prog/Increasing_Teaching_Capacity.htm).The Special Education Program Because of the success of data gathered by intern candidates, non-intern (traditional) credential candidates will collect student outcome data during the level II preparation. Overall further support candidate preparation to use technology for instructional purposes and record-keeping. We will develop an assessment measure for credential candidates that assesses their ability to use technology for both purposes at initial and culminating points of the programs.

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

ed.fullerton.edu/

Institution/Program: CSU Fullerton

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	830	822	8
Single Subject Candidates	335	288	47
Education Specialist Candidates	568	440	128
Totals	1,733	1,550	183

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	680	677	3
Single Subject Candidates	289	243	46
Education Specialist Candidates	226	160	66
Totals	1,195	1,080	115

Institution/Program:	CSU Fullerton

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	89	3	0
In Academic Positions with Rights and Responsibilities	89	3	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	32	18	0
In Academic Positions with Rights and Responsibilities	32	18	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	23	19	0
In Academic Positions with Rights and Responsibilities	23	19	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7.6 :1	9.3 :1	:1
Single Subject Programs	9.5 :1	3.3 :1	:1
Education Specialist Programs	8.8 :1	4.4 :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 2004-2005

	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 2004-2005

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

Institution/Program: CSU Fullerton

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	716	716	100%	100%	91	91	100%
Aggregate	716	716	100%	100%	91	91	100%
Professional Knowledge/Pedagogy							
RICA	556	550	99%	98%	31	29	94%
Aggregate	556	550	99%	98%	31	29	94%
Academic Content Areas							
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
English S* (01)	1	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	2	--	--
CSET MSE I	325	325	100%	100%	9	--	--
CSET MSE II	325	325	100%	100%	8	--	--
CSET MSE III	325	325	100%	100%	9	--	--
MSAT (0140 + 0151)	35	35	100%	99%	7	--	--
Aggregate	361	361	100%	99%	18	18	100%
Summary Totals and Pass Rate	721	715	99%	98%	91	89	98%

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

Institution/Program: CSU Fullerton

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	579	578	100%	100%	130	130	100%
Aggregate	579	578	100%	100%	130	130	100%
Professional Knowledge/Pedagogy							
RICA	462	462	100%	99%	86	85	99%
Aggregate	462	462	100%	99%	86	85	99%
Academic Content Areas							
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	280	280	100%	100%	28	28	100%
Aggregate	280	280	100%	99%	28	28	100%
Summary Totals and Pass Rate	579	578	100%	99%	130	129	99%

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

Institution/Program:	CSU Fullerton

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 five 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 and the California Commission on Teacher Credentialing.

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 2004-2005

In 2004-05 the Multiple Subject Credential Program (MSCP) implemented a performance based assessment system modeled on the California Teaching Performance Assessment Tasks. The Teaching Performance Expectations (TPEs) were integrated into five MSCP subject specific pedagogy courses through a signature assignment embedded in each course. These assignments simulate California TPA Tasks 1-4. We also piloted Task Stream as the assessment system administrative tool. Utilizing Task Stream, students produce an online portfolio focusing on standards alignment and assessment rubrics to measure TPEs.

In 2004-05 the Single Subject Credential Program began integrating the California Teaching Performance Assessment Tasks 1-4 (CA-TPA) in program courses. Working with the support of a university Enhancing Educational Effectiveness grant, the program conducted faculty development workshops for tenure track and part-time faculty who teach in each of the four program courses in which the TPA Tasks are embedded. Workshops early in the year introduced faculty to the assessments, while later workshops provided opportunities to reflect on practice and interact with others utilizing the Tasks. The outcome was the establishment of four state-validated assessment measures at key points in the program that align with the California Teaching Performance Expectations.

In 2004-05 the Education Specialist Credential Program worked on developing a two-course sequence in the area of curriculum and instruction for learners with special needs. These two courses allowed the program to more thoroughly address the different content standards and subject areas that special educators teach.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,302	1,250	52
Single Subject Candidates	997	894	103
Education Specialist Candidates	161	100	61
Totals	2,460	2,244	216

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	678	626	52
Single Subject Candidates	381	310	71
Education Specialist Candidates	35	19	16
Totals	1,094	955	139

Institution/Program: CSU Long Beach

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	60	17	0
In Academic Positions with Rights and Responsibilities	60	17	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	74	35	0
In Academic Positions with Rights and Responsibilities	74	35	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	7	6	0
In Academic Positions with Rights and Responsibilities	7	6	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	15	675
Single Subject Programs	25	20	500
Education Specialist Programs	30	32	960

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Long Beach

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	962	962	100%	100%	136	136	100%
Aggregate	962	962	100%	100%	136	136	100%
Professional Knowledge/Pedagogy							
RICA	635	617	97%	98%	81	79	98%
Aggregate	635	617	97%	98%	81	79	98%
Academic Content Areas							
CSET English I	21	21	100%	100%	6	--	--
CSET English II	21	21	100%	100%	6	--	--
CSET English III	21	21	100%	100%	6	--	--
CSET English IV	21	21	100%	100%	6	--	--
CSET Math I	14	14	100%	100%	7	--	--
CSET Math II	14	14	100%	100%	7	--	--
CSET Math III	9	--	--	92%	4	--	--
CSET Sci III Bio/Life	11	11	100%	100%	6	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Physics	4	--	--	100%	1	--	--
CSET Science I	20	20	100%	99%	10	10	100%
CSET Science II	20	20	100%	99%	10	10	100%
CSET Social Sci I	23	23	100%	100%	3	--	--
CSET Social Sci II	23	23	100%	100%	3	--	--
CSET Social Sci III	23	23	100%	100%	3	--	--
English Praxis II	2	--	--	100%	1	--	--
English S* (01)	2	--	--	99%	1	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	100%	1	--	--
Math S* (02)	2	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	94%	0	--	--
Social Science S* (03)	2	--	--	97%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	0	--	--
Aggregate	90	89	99%	99%	28	28	100%
Other Content Areas							
CSET MSE I	439	439	100%	100%	33	33	100%
CSET MSE II	439	439	100%	100%	33	33	100%
CSET MSE III	439	439	100%	100%	33	33	100%
Health Science S* (16)	10	10	100%	100%	13	13	100%
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	33	33	100%	99%	17	17	100%
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	485	485	100%	99%	63	63	100%
Summary Totals and Pass Rate	966	947	98%	98%	136	134	99%

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

Institution/Program: CSU Long Beach

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	698	698	100%	100%	46	46	100%
Aggregate	698	698	100%	100%	46	46	100%
Professional Knowledge/Pedagogy							
RICA	469	469	100%	99%	40	40	100%
Aggregate	469	469	100%	99%	40	40	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	2	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	97%	0	--	--
Social Science S* (03)	9	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	18	18	100%	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Health Science S* (16)	1	--	--	99%	0	--	--
Home Economics S* (17)	3	--	--	95%	0	--	--
MSAT (0140 + 0151)	247	247	100%	100%	26	26	100%
Aggregate	252	252	100%	99%	26	26	100%
Summary Totals and Pass Rate	698	698	100%	99%	46	46	100%

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

Institution/Program:	CSU Long Beach

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 1836 credentials were recommended, and 444 students received master's degrees.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The faculty continue to refine the 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 pre K-12 schools in its service area for the purposes of preparing highly qualifed urban educators. 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. The CSU System-wide Evaluation of Teacher Preparation Programs yielded very positive results for the CSULA College of Education. CSULA's program completers and their employers rated their teacher preparation experiences more positively than the program completers and their employers from other CSUs when rating their own teacher preparation experiences. The College has improved upon the aggregation of performance based assessment for the signature assignments at the initial, middle and end points of the credential program. These data will provide us with additional information on the quality of our program and guide our decisions on program improvement.

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 2004-2005

The Charter College of Education is completing a major revision of the Directed Teaching handbook for multiple and single subjects as well as special education. These revisions are being developed with a grant from CSUN and the Teachers of a New Era (TNE) that includes the participation of CSUN, Cal Poly Pomona, CSULB, and CSUDH. CSULA has also placed the directed teaching final evaluation forms online so that the directed teaching supervisors can evaluate the student teachers and submit their evaluations online which allows us to conduct correlational research and aggregate the data in numerous ways to assist us in program evaluation and improvement. The College continues to participate in and continually upgrades the joint doctorate, an Ed.D. in Leadership for Education with UC Irvine and other CSU campuses, as well as the joint doctorate, a Ph.D. in Special Education with UCLA.

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

www.calstatela.edu/ccoe

Institution/Program: CSU Los Angeles

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: CSU Los Angeles

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	684	684	100%	100%	131	131	100%
Aggregate	684	684	100%	100%	131	131	100%
Professional Knowledge/Pedagogy							
RICA	449	421	94%	98%	125	118	94%
Aggregate	449	421	94%	98%	125	118	94%
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	14	14	100%	100%	0	--	--
CSET English II	14	14	100%	100%	0	--	--
CSET English III	14	14	100%	100%	0	--	--
CSET English IV	14	14	100%	100%	0	--	--
CSET Math I	15	15	100%	100%	0	--	--
CSET Math II	15	15	100%	100%	0	--	--
CSET Math III	7	--	--	92%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	1	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	6	--	--	99%	1	--	--
CSET Science II	6	--	--	99%	1	--	--
CSET Social Sci I	21	21	100%	100%	0	--	--
CSET Social Sci II	21	21	100%	100%	0	--	--
CSET Social Sci III	21	21	100%	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	3	--	--	96%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	98%	0	--	--
Aggregate	71	71	100%	99%	1	--	--
Other Content Areas							
CSET MSE I	141	141	100%	100%	23	23	100%
CSET MSE II	141	141	100%	100%	23	23	100%
CSET MSE III	141	141	100%	100%	23	23	100%
Health Science S* (16)	4	--	--	100%	7	--	--
Industrial + Tech Ed. S* (18)	1	--	--	93%	1	--	--
MSAT (0140 + 0151)	33	33	100%	99%	41	41	100%
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	180	180	100%	99%	72	72	100%

Summary Totals and Pass Rate	685	657	96%	98%	132	125	95%

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

Institution/Program: CSU Los Angeles

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	952	952	100%	100%	23	23	100%
Aggregate	952	952	100%	100%	23	23	100%
Professional Knowledge/Pedagogy							
RICA	714	709	99%	99%	23	23	100%
Aggregate	714	709	99%	99%	23	23	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	100%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	15	15	100%	100%	0	--	--
English S* (01)	12	12	100%	99%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	99%	0	--	--
Math S* (02)	6	--	--	98%	0	--	--
Physics Praxis II (0262 + 0433)	3	--	--	94%	0	--	--
Physics S* (04 + 08)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	97%	0	--	--
Social Science S* (03)	7	--	--	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	40	39	98%	98%	0	--	--
Other Content Areas							
CSET Health Subtest I	1	--	--	0%	0	--	--
CSET Health Subtest II	1	--	--	0%	0	--	--
CSET Health Subtest III	1	--	--	0%	0	--	--
CSET MSE I	2	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Health Science S* (16)	5	--	--	99%	0	--	--
Industrial + Tech Ed. S* (18)	2	--	--	95%	0	--	--
MSAT (0140 + 0151)	280	280	100%	100%	8	--	--
Aggregate	289	287	99%	99%	8	--	--
Summary Totals and Pass Rate	952	945	99%	99%	23	23	100%

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

Institution/Program:	CSU Los Angeles

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU Monterey Bay

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Department of Teacher Education Mission:
The Department of Teacher Education develops knowledgeable and skillful educators who are prepared to work effectively with diverse groups and to advocate for social justice. Our graduates are caring, imaginative, and dedicated professionals with the skills, knowledge, and dispositions necessary to contribute to and act both responsibly and ethically within multicultural learning communities so that all students learn.

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 2004-2005

The most outstanding characteristics of CSUMB teacher credential programs have included--and continue to include--the following.
(1) We are field-intensive. Teacher candidates are placed in public schools with substantial populations of English Language Learners from the first week of program enrollment through the conclusion of the final week of solo teaching experiences near the end of the curriculum.
(2) We focus heavily on the integration of theory and practice. All of our courses relate theory to actual practice in the classroom through assignments and activities that are based on field placement setting experiences.
(3) We are outcomes based. At the conclusion of their program, teacher candidates present a portfolio of professional products and reflections (based on CSTPs and TPEs) that demonstrates the attainment of teacher education learning outcomes that undergird the curriculum of the programs.
(4) We are cohort-based. Candidates enter and progress through our program in cohorts whose members share classroom and field experiences as well as provide mutual support and encouragement.

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 2004-2005

(1) To enhance our students' preparation to teach special needs students in the general education classroom, we have begun including a new and required special education inclusionary practices course in the multiple subjects and single subject credential programs.
(2) Inclusion of a new and required course in educational technology also was begun recently, as this has been a targeted area for improvement. This course is still being developed, and we are currently analyzing how the use of technology for teaching is being addressed in each of our methods courses.
(3) A restructuring of the advising system was developed to provide a more personal, comprehensive, and valuable overall academic experience for our credential students. The new system helps ensure that students will have a consistent faculty advisor with whom they can discuss programmatic as well as personal concerns, and that they will receive coordinated, consistent, and accurate information about course and program requirements. Coordination among faculty advisors helps identify and address potential areas of concern to improve the overall program.
(4) Multiple subjects program faculty are redeveloping the portfolio assessment system to reflect more closely the state Teacher Performance Expectations; similar changes are being made in the single subject program. This change, plus the curriculum mapping that accompanied it, more closely aligns each of our courses with state requirements which, in turn, should provide students with a stronger foundation in all areas.
(5) Single subject program faculty are working on strengthening support for English language learners in the context of their curriculum and instruction methods courses.

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 2004-2005 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 2004-2005

	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 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12	5	0
In Academic Positions with Rights and Responsibilities	4	2	0
In Non-Academic Positions without Rights and Responsibilities	8	3	0
Single Subject Programs	10	6	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	8	6	0
Education Specialist Programs	2	7	0
In Academic Positions with Rights and Responsibilities	1	3	0
In Non-Academic Positions without Rights and Responsibilities	1	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2.5 :1	2.5 :1	0 :1
Single Subject Programs	2.5 :1	2.5 :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:	CSU Monterey Bay

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	19.8	30	594
Single Subject Programs	22.5	30	675
Education Specialist Programs	27	30	810

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Monterey Bay

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	237	237	100%	100%	14	14	100%
Aggregate	237	237	100%	100%	14	14	100%
Professional Knowledge/Pedagogy							
RICA	144	143	99%	98%	9	--	--
Aggregate	144	143	99%	98%	9	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	2	--	--	86%	0	--	--
Chemistry S* (04 + 06)	2	--	--	86%	0	--	--
CSET English I	5	--	--	100%	0	--	--
CSET English II	5	--	--	100%	0	--	--
CSET English III	5	--	--	100%	0	--	--
CSET English IV	5	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	0	--	--
CSET Science I	5	--	--	99%	0	--	--
CSET Science II	5	--	--	99%	0	--	--
CSET Social Sci I	14	14	100%	100%	0	--	--
CSET Social Sci II	14	14	100%	100%	0	--	--
CSET Social Sci III	14	14	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
English Praxis II	7	--	--	100%	0	--	--
English S* (01)	7	--	--	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	100%	0	--	--
Math S* (02)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	94%	0	--	--
Social Science S* (03)	5	--	--	97%	0	--	--
Aggregate	45	44	98%	99%	0	--	--
Other Content Areas							
CSET MSE I	38	38	100%	100%	2	--	--
CSET MSE II	38	38	100%	100%	2	--	--
CSET MSE III	38	38	100%	100%	2	--	--
MSAT (0140 + 0151)	21	21	100%	99%	0	--	--
Aggregate	59	59	100%	99%	2	--	--
Summary Totals and Pass Rate	238	236	99%	98%	14	14	100%

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

Institution/Program: CSU Monterey Bay

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	145	145	100%	100%	54	54	100%
Aggregate	145	145	100%	100%	54	54	100%
Professional Knowledge/Pedagogy							
RICA	144	144	100%	99%	54	54	100%
Aggregate	144	144	100%	99%	54	54	100%
Other Content Areas							
MSAT (0140 + 0151)	42	42	100%	100%	23	23	100%
Aggregate	42	42	100%	99%	23	23	100%
Summary Totals and Pass Rate	145	145	100%	99%	54	54	100%

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

Institution/Program:	CSU Monterey Bay

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: CSU Northridge

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

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

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

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

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

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

Multiple pathways to the credential, extensive education program options and curricular innovation are trademarks of CSUN. All programs reflect a strong knowledge of K-12 schools and the individual needs of candidates. The Accelerated Collaborative Teacher Education Program is a post-baccalaureate program developed in partnership with Los Angeles Unified School District for elementary, secondary, and special education candidates. Intern programs, developed collaboratively with several districts, address the needs of candidates who are responsible for their own classrooms. Another program for elementary candidates was offered for the first time in 2004 under the auspices of the Teachers for a New Era initiative; candidates completed requirements on-site at two LAUSD schools. An undergraduate program allows students to earn 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. Faculty 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 mentors and instructors. Faculty and supervisors remain updated by attending professional meetings focusing on strategies for student-centered learning, technology-based instruction, and effective pedagogy. Our diverse student body is assisted by an Equity Office, state-of-the-art computer labs, test preparation sessions, and on-going advisement.

Institution/Program: CSU Northridge

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

CSUN is in its fourth year of the "Teachers for a New Era" initiative. The construction of a central data warehouse continues; university supervisors and master teachers completed their evaluations of student teachers on line for the first time in Fall 2005. Aggregated data will allow faculty to make evidence-based programmatic decisions. Arts and science and education faculty continue their dialogue with K-14 faculty concerning pedagogical content knowledge. Two secondary teachers filled 2005-06 Teacher in Residence positions; one in the English Department, the other in the Math Department. Three schools (elementary, middle, high school) are serving as clinical sites; a second cohort of elementary candidates is completing requirements at two of the sites. The CSUN/LAUSD Joint Induction/Master's Program for beginning teachers was approved for implementation in Fall 2006.

Preparation of Personnel in Minority Institutions, a funded project funded, will allow us to develop a model graduate program in which candidates earn a Clear Early Childhood in Special Education Credential; a Cross-Cultural, Language, and Academic Development Certificate; and a master's degree with an emphasis on developing cross-cultural competence and second language learning.

CSUN was selected as one of eleven universities to participate in the IRIS (Idea and Research for Inclusive Settings) Center Program. Faculty are offered professional development and opportunities to use IRIS materials in their classes so that the educational needs of students with disabilities are better met in inclusive settings. Supplemental course enhancement materials are provided through the Center's online delivery system.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,168	1,877	291
Single Subject Candidates	1,211	713	498
Education Specialist Candidates	624	361	263
Totals	4,003	2,951	1,052

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	862	754	108
Single Subject Candidates	887	555	332
Education Specialist Candidates	343	132	211
Totals	2,092	1,441	651

Institution/Program:	CSU Northridge

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	69	15	0
In Academic Positions with Rights and Responsibilities	12	1	0
In Non-Academic Positions without Rights and Responsibilities	57	14	0
Single Subject Programs	77	64	0
In Academic Positions with Rights and Responsibilities	18	16	0
In Non-Academic Positions without Rights and Responsibilities	59	48	0
Education Specialist Programs	15	19	0
In Academic Positions with Rights and Responsibilities	4	7	0
In Non-Academic Positions without Rights and Responsibilities	11	12	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	13.75	32	440
Education Specialist Programs	25	16	400

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Northridge

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	872	872	100%	100%	460	460	100%
Aggregate	872	872	100%	100%	460	460	100%
Professional Knowledge/Pedagogy							
RICA	649	640	99%	98%	208	205	99%
Aggregate	649	640	99%	98%	208	205	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	1	--	--
Art S* (12)	1	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	2	--	--
Biology S* (04 + 05)	0	--	--	100%	2	--	--
CSET Art Subtest I	1	--	--	100%	1	--	--
CSET Art Subtest II	1	--	--	100%	1	--	--
CSET English I	20	20	100%	100%	47	47	100%
CSET English II	20	20	100%	100%	47	47	100%
CSET English III	20	20	100%	100%	47	47	100%
CSET English IV	20	20	100%	100%	47	47	100%
CSET Math I	13	13	100%	100%	23	23	100%
CSET Math II	13	13	100%	100%	23	23	100%
CSET Math III	6	--	--	92%	12	12	100%
CSET Sci III Bio/Life	7	--	--	100%	19	19	100%
CSET Sci III Chemistry	0	--	--	100%	4	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	25	25	100%
CSET Science II	6	--	--	99%	25	25	100%
CSET Social Sci I	31	31	100%	100%	20	20	100%
CSET Social Sci II	31	31	100%	100%	20	20	100%
CSET Social Sci III	31	31	100%	100%	20	20	100%
CSET Spanish Subtest I	2	--	--	100%	2	--	--
CSET Spanish Subtest II	2	--	--	100%	2	--	--
CSET Spanish Subtest III	2	--	--	100%	2	--	--
English Praxis II	5	--	--	100%	17	17	100%
English S* (01)	5	--	--	99%	17	17	100%
French S* (11)	0	--	--	100%	2	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
German S* (20)	0	--	--	100%	1	--	--
Korean S* (25)	0	--	--	0%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	4	--	--
Math S* (02)	0	--	--	100%	4	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	94%	1	--	--
Social Science S* (03)	2	--	--	97%	1	--	--
Spanish S* (10)	1	--	--	100%	6	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	6	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	6	--	--
Aggregate	84	84	100%	99%	155	155	100%

Other Content Areas							
Business S* (15)	0	--	--	97%	2	--	--
CSET MSE I	484	484	100%	100%	65	65	100%
CSET MSE II	484	483	100%	100%	65	65	100%
CSET MSE III	484	484	100%	100%	65	65	100%
CSET Physical Education Subtest I	0	--	--	97%	1	--	--
CSET Physical Education Subtest II	0	--	--	97%	1	--	--
CSET Physical Education Subtest III	0	--	--	97%	1	--	--
Health Science S* (16)	25	25	100%	100%	41	41	100%
Home Economics S* (17)	1	--	--	100%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	93%	1	--	--
MSAT (0140 + 0151)	41	41	100%	99%	59	59	100%
Phys. Educ. Praxis Test II	1	--	--	98%	2	--	--
Physical Education S* (09)	1	--	--	97%	2	--	--
Aggregate	552	551	100%	99%	172	172	100%
Summary Totals and Pass Rate	873	863	99%	98%	460	457	99%

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

Institution/Program: CSU Northridge

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	845	845	100%	100%	109	109	100%
Aggregate	845	845	100%	100%	109	109	100%
Professional Knowledge/Pedagogy							
RICA	612	612	100%	99%	71	71	100%
Aggregate	612	612	100%	99%	71	71	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	100%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
English Praxis II	7	--	--	100%	7	--	--
English S* (01)	8	--	--	99%	8	--	--
Korean S* (25)	4	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	14	14	100%	97%	0	--	--
Social Science S* (03)	15	15	100%	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	37	36	97%	98%	8	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
Health Science S* (16)	24	24	100%	99%	2	--	--
Home Economics S* (17)	1	--	--	95%	1	--	--
MSAT (0140 + 0151)	335	335	100%	100%	43	43	100%
Phys. Educ. Praxis Test II	3	--	--	99%	0	--	--
Physical Education S* (09)	3	--	--	99%	0	--	--
Aggregate	364	363	100%	99%	46	46	100%
Summary Totals and Pass Rate	846	844	100%	99%	109	109	100%

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

Institution/Program:	CSU Northridge

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 Sacramento State University face the following challenges: (1) increasing the numbers of teachers well prepared to address the needs of low income, culturally, ethnically, and linguistically diverse students; (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 2004-2005

One defining characteristic of our programs is the substantial public school experience in various settings combined every semester with methods 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 the Equity Network of 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 inquiry-based projects and activities around the area of effective schooling for low income, culturally and linguistically diverse students. A number of grant initiatives funded innovative activities in teacher preparation during the 2004-2005 year. A federal Teacher Quality Enhancement Grant supported the reform of undergraduate subject matter preparation for future teachers and the PDSs mentioned above. In addition, the California Post-Secondary Education Commission awarded a Teacher Quality Improvement Grant to provide professional development to Equity Network teachers in science education and language development/literacy. This grant supports summer institutes and lesson study teams. Funding was received in Spring 2005 from the California Comprehensive Teacher Education Initiative program to support consolidation of practices and roles in some PDSs.

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 2004-2005

During the current academic year, credential students and faculty are piloting a standards-based performance assessment of candidate competence, in most cases through an electronic portfolio. Faculty are participating in a state-wide task force on improving the effectiveness of our candidates in the area of special education; all credential pathways now include coursework and fieldwork focusing specifically on children with special needs.

In Fall 2005 the Sac State campus was selected to create a Teachers' Network Leadership Institute affiliate. Each teacher "fellow" is conducting an action research project with direct implications for policy; most participants also host Sac State student teachers. In addition to the action research work, the fellows engage in policy action, including publishing pieces in local media and making presentations about their research findings to policy makers and policy organizations. As teachers become more effective change agents, they are better able to assist our candidates in advocating for children's learning.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	550	524	26
Single Subject Candidates	329	313	16
Education Specialist Candidates	325	297	28
Totals	1,204	1,134	70

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	462	436	26
Single Subject Candidates	224	210	14
Education Specialist Candidates	73	45	28
Totals	759	691	68

Institution/Program:	CSU Sacramento

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	208	6	
In Academic Positions with Rights and Responsibilities	32	6	
In Non-Academic Positions without Rights and Responsibilities	176		
Single Subject Programs	68	8	
In Academic Positions with Rights and Responsibilities	48	8	
In Non-Academic Positions without Rights and Responsibilities	20		
Education Specialist Programs	8	3	
In Academic Positions with Rights and Responsibilities	8	3	
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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	36 :1	36 :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 2004-2005

	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 2004-2005

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

Institution/Program: CSU Sacramento

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	526	526	100%	100%	71	71	100%
Aggregate	526	526	100%	100%	71	71	100%
Professional Knowledge/Pedagogy							
RICA	373	373	100%	98%	39	39	100%
Aggregate	373	373	100%	98%	39	39	100%
Academic Content Areas							
CSET English I	20	20	100%	100%	6	--	--
CSET English II	20	20	100%	100%	6	--	--
CSET English III	20	20	100%	100%	6	--	--
CSET English IV	20	20	100%	100%	6	--	--
CSET Math I	4	--	--	100%	2	--	--
CSET Math II	4	--	--	100%	2	--	--
CSET Math III	4	--	--	92%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	2	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	1	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Chemistry	1	--	--	100%	0	--	--
CSET Science I	7	--	--	99%	4	--	--
CSET Science II	7	--	--	99%	4	--	--
CSET Social Sci I	17	17	100%	100%	1	--	--
CSET Social Sci II	17	17	100%	100%	1	--	--
CSET Social Sci III	17	17	100%	100%	1	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	99%	3	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	53	53	100%	99%	16	16	100%
Other Content Areas							
CSET MSE I	257	257	100%	100%	15	15	100%
CSET MSE II	257	257	100%	100%	15	15	100%
CSET MSE III	257	257	100%	100%	15	15	100%
Health Science S* (16)	3	--	--	100%	1	--	--
Home Economics S* (17)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	57	57	100%	99%	9	--	--
Aggregate	319	319	100%	99%	25	25	100%
Summary Totals and Pass Rate	526	526	100%	98%	71	71	100%

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

Institution/Program: CSU Sacramento

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	505	503	100%	100%	81	81	100%
Aggregate	505	503	100%	100%	81	81	100%
Professional Knowledge/Pedagogy							
RICA	378	375	99%	99%	61	61	100%
Aggregate	378	375	99%	99%	61	61	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	5	--	--	98%	0	--	--
Biology S* (04 + 05)	5	--	--	98%	0	--	--
English Praxis II	1	--	--	100%	2	--	--
English S* (01)	1	--	--	99%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	1	--	--
Math S* (02)	1	--	--	98%	1	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	0	--	--
Social Science S* (03)	2	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	11	11	100%	98%	3	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Health Science S* (16)	0	--	--	99%	1	--	--
MSAT (0140 + 0151)	184	183	99%	100%	36	36	100%
Aggregate	185	184	99%	99%	37	37	100%
Summary Totals and Pass Rate	505	499	99%	99%	81	81	100%

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

Institution/Program:	CSU Sacramento

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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. The College of Education is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society that embraces democratic principles. The wise teacher possesses rich subject matter knowledge, uses sound pedagogical judgment, has practical knowledge of context and culture, is sensitive to values of others, and is a reflective practitioner (adapted from Baltes & Smith, 1990).

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 35.8% Hispanic, 12.6% African American, 38.2% Caucasian, 5.9 % 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 2004-2005

All elementary and secondary teacher candidates complete programs that qualify them to teach English Language Learners within the regular classroom. The programs also include a performance assessment that places emphasis on differentiated instruction and assessment. Special education candidates must meet stringent state requirements such as, “Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, and disabilities of individual learners.” (Standard 12) via coursework and practicum.

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 2004-2005

The elementary and secondary teacher education program faculty took advantage of additional trainings to prepare them to serve as scorers for performance-based assessments of teacher candidates. These state-developed performance assessment address differentiated instruction and assessment. Specifically, the assessments require 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). Special education candidates are moving towards an outcomes assessment model with a portfolio assessment as the final evaluation.

Beginning July 2004, all CSUSB basic credential programs began the CSU requirement of subject matter competence verification as a program admission requirement.

The Special Education Programs incorporated a new field placement process in which candidates are placed in settings that model "best teaching practices" through collaboration with the school districts.

The newly developed special education 4-unit pre/co-requisite for Multiple Subject candidates was implemented.

Through collaboration with county office of education personnel, additional efforts were made to identify and secure placements for bilingual teachers candidates within bilingual settings, including dual immersion classrooms.

A new undergraduate liberal studies degree program was developed to incorporate licensure requirements for elementary teachers. The program will be in 2005-2006.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	908	681	227
Single Subject Candidates	379	159	220
Education Specialist Candidates	520	297	223
Totals	1,807	1,137	670

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	504	354	150
Single Subject Candidates	256	87	169
Education Specialist Candidates	320	132	188
Totals	1,080	573	507

Institution/Program:	CSU San Bernardino

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	64	57	0
In Academic Positions with Rights and Responsibilities	9	6	0
In Non-Academic Positions without Rights and Responsibilities	55	51	0
Single Subject Programs	43	20	0
In Academic Positions with Rights and Responsibilities	7	9	0
In Non-Academic Positions without Rights and Responsibilities	36	11	0
Education Specialist Programs	13	31	0
In Academic Positions with Rights and Responsibilities	1	3	0
In Non-Academic Positions without Rights and Responsibilities	12	28	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10 :1	6 :1	0 :1
Single Subject Programs	6 :1	26 :1	0 :1
Education Specialist Programs	8 :1	6 :1	0 :1

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

Institution/Program:	CSU San Bernardino

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU San Bernardino

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	428	428	100%	100%	295	295	100%
Aggregate	428	428	100%	100%	295	295	100%
Professional Knowledge/Pedagogy							
RICA	346	344	99%	98%	201	201	100%
Aggregate	346	344	99%	98%	201	201	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	8	--	--	100%	9	--	--
CSET English II	8	--	--	100%	9	--	--
CSET English III	8	--	--	100%	9	--	--
CSET English IV	8	--	--	100%	9	--	--
CSET Math I	1	--	--	100%	7	--	--
CSET Math II	1	--	--	100%	7	--	--
CSET Math III	0	--	--	92%	2	--	--
CSET Sci III Bio/Life	5	--	--	100%	10	10	100%
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci IV Bio/Life	2	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	13	13	100%
CSET Science II	4	--	--	99%	13	13	100%
CSET Social Sci I	13	13	100%	100%	4	--	--
CSET Social Sci II	13	13	100%	100%	4	--	--
CSET Social Sci III	13	13	100%	100%	4	--	--
CSET Spanish Subtest I	0	--	--	100%	1	--	--
CSET Spanish Subtest II	0	--	--	100%	1	--	--
CSET Spanish Subtest III	0	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	2	--	--
Music S* (13)	2	--	--	100%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	94%	1	--	--
Social Science S* (03)	0	--	--	97%	1	--	--
Spanish S* (10)	2	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	1	--	--
Aggregate	33	33	100%	99%	43	43	100%
Other Content Areas							
Business S* (15)	1	--	--	97%	2	--	--
CSET MSE I	229	229	100%	100%	66	66	100%
CSET MSE II	229	229	100%	100%	66	66	100%
CSET MSE III	229	229	100%	100%	66	66	100%
Health Science S* (16)	18	18	100%	100%	25	25	100%

MSAT (0140 + 0151)	15	15	100%	99%	29	28	97%
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	263	263	100%	99%	123	122	99%
Summary Totals and Pass Rate	428	426	100%	98%	299	298	100%

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

Institution/Program: CSU San Bernardino

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	261	261	100%	100%	418	418	100%
Aggregate	261	261	100%	100%	418	418	100%
Professional Knowledge/Pedagogy							
RICA	220	219	100%	99%	327	325	99%
Aggregate	220	219	100%	99%	327	325	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	5	--	--
Biology S* (04 + 05)	0	--	--	98%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
English Praxis II	1	--	--	100%	6	--	--
English S* (01)	1	--	--	99%	6	--	--
French S* (11)	0	--	--	88%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	86%	2	--	--
French: Skills Praxis II (0171)	0	--	--	86%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	3	--	--
Math S* (02)	1	--	--	98%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	2	--	--
Social Science S* (03)	2	--	--	99%	2	--	--
Spanish S* (10)	1	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	3	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	3	--	--
Aggregate	6	--	--	98%	22	22	100%
Other Content Areas							
Business S* (15)	2	--	--	100%	1	--	--
Health Science S* (16)	1	--	--	99%	0	--	--
MSAT (0140 + 0151)	72	72	100%	100%	102	102	100%
Phys. Educ. Praxis Test II	0	--	--	99%	2	--	--
Physical Education S* (09)	0	--	--	99%	2	--	--
Aggregate	75	75	100%	99%	105	105	100%
Summary Totals and Pass Rate	261	260	100%	99%	418	416	100%

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

Institution/Program:	CSU San Bernardino

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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, the California Reading Initiative and the No Child Left Behind Act. In addition to preparing new teachers, we collaborate with area school districts in many areas related to continuous school improvement, including beginning teacher support and induction, experienced teacher professional development, and preparation of school administrators. The resources of the College of Education are wholly devoted to professional education and school improvement through collaboration.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 are standards-based. They meet national and state accreditation standards, and California student learning standards form the basis of instructional methods courses.

3) We fully embed English learner competencies in our programs, ensuring that all graduates are prepared to meet the educational needs of students who are English language learners.

4) A hallmark of the college is our Distinguished Teacher in Residence (DTiR) program, designed to engage outstanding teachers in the preparation of new teachers and support college faculty to work in area schools. Eighteen school districts partner with the college to support the program. Teachers are selected for two-year terms as full-time faculty in the College of Education. Six Distinguished Teachers in Residence serve at any given time. Also, the joint funding arrangement supports “reassigning” the equivalent of three full-time faculty positions annually for college faculty to work in area schools.

5) The North County Professional Development Federation provides an on-going infrastructure for K-16 collaboration on professional development. NCPDF is funded through dues paid by the College of Education, the San Diego County Office of Education, and 23 member school districts. NCPDF provides collaborative professional development programs for area educators, with full involvement of college faculty.

Institution/Program: CSU San Marcos

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

Examples of program enhancements and initiatives during the 2004/2005 academic year include:

1) The College of Education has completed full implementation of the use of TaskStream as a tool to document the assessment of student performance across the California Teaching Performance Expectations. While students have ownership of the artifacts and reflections submitted through TaskStream, the COE retains the assessment data to document student performance across TPEs and field experiences. The COE continues to use the tool to aggregate and disaggregate data for the purpose of program evaluation.

2) Cal State San Marcos has continued to use 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 will hire a Speech and Communications Disorders faculty member to coordinate and teach in the newest option in the masters' program, Speech and Language Disorders. Program documents have been submitted to the CCTC and preliminary accreditation documents for ASHA are in progress. The new MA program is targeted to begin fall, 2007. We believe graduates from this program will have a significant impact on a major area of need in our regional public schools.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	626	625	1
Single Subject Candidates	88	88	0
Education Specialist Candidates	86	68	18
Totals	800	781	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	469	468	1
Single Subject Candidates	75	75	0
Education Specialist Candidates	62	50	12
Totals	606	593	13

Institution/Program: CSU San Marcos

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	61	1	0
In Academic Positions with Rights and Responsibilities	28	1	0
In Non-Academic Positions without Rights and Responsibilities	33	0	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	9	4	0
In Academic Positions with Rights and Responsibilities	2	1	0
In Non-Academic Positions without Rights and Responsibilities	7	3	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: CSU San Marcos

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	428	428	100%	100%	6	--	--
Aggregate	428	428	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	352	351	100%	98%	6	--	--
Aggregate	352	351	100%	98%	6	--	--
Academic Content Areas							
CSET English I	17	17	100%	100%	0	--	--
CSET English II	17	17	100%	100%	0	--	--
CSET English III	17	17	100%	100%	0	--	--
CSET English IV	17	17	100%	100%	0	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	8	--	--	100%	0	--	--
CSET Math II	8	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Sci III Bio/Life	7	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	9	--	--	99%	0	--	--
CSET Science II	9	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	0	--	--
Aggregate	51	51	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	260	260	100%	100%	2	--	--
CSET MSE II	259	259	100%	100%	2	--	--
CSET MSE III	260	260	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	32	32	100%	99%	3	--	--
Aggregate	293	293	100%	99%	5	--	--
Summary Totals and Pass Rate	429	428	100%	98%	6	--	--

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

Institution/Program: CSU San Marcos

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	384	384	100%	100%	35	35	100%
Aggregate	384	384	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	330	328	99%	99%	35	35	100%
Aggregate	330	328	99%	99%	35	35	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	9	--	--	98%	0	--	--
Biology S* (04 + 05)	9	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	5	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	99%	0	--	--
Math S* (02)	2	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	97%	0	--	--
Social Science S* (03)	6	--	--	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	26	26	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	129	129	100%	100%	19	19	100%
Aggregate	129	129	100%	99%	19	19	100%
Summary Totals and Pass Rate	384	382	99%	99%	35	35	100%

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

Institution/Program:	CSU San Marcos

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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. The Department of Teacher Education's credentialing programs are committed to preparing teachers who will be responsive, knowledgeable, and articulate in their advocacy for effective instruction and will meet the needs of the ever increasingly diverse student population. Highly qualified and experienced faculty provide students with the knowledge and practical skills necessary to ensure their success as qualified and effective Preschool to 12th grade California teachers. We offer the Multiple Subject Credential Program in Turlock, Stockton, and Merced. The Single Subject Credential Program is field-based and offers classes in Turlock, Ceres, Manteca, and Modesto. The CSU Stanislaus teacher preparation programs have responded to the non-traditional needs of students by offering classes in convenient locations, providing day and evening classes, establishing modular schedules, and maintaining internship programs. The education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The System wide Evaluation of Teacher Preparation summary findings indicate that one hundred percent of the teacher credential candidates reported that they were well or adequately prepared to teach Mathematics (Grades 7-12) in the Single Subject Mathematics program.CSU System wide Evaluation of Teacher Preparation results were reviewed and disseminated to COE faculty for the purpose of identifying areas for program improvement. Ongoing analyses and further discussions are being conducted in order to serve the educational needs of the Central Valley in order to prepare highly qualified teachers for success in diverse classrooms.

The College of Education Teacher Recruitment Program established a test preparation program for credential students still needing to pass teacher licensure tests. The purpose is to assist all teaching credential students in their efforts to meet the high standards for the preparation of teachers. The program focused primarily on the retention of teacher candidates by providing CBEST, RICA and CSET test preparation for students enrolled in teacher credential programs. Support includes identifying students at risk for not fulfilling test requirements for Teacher Credential licensing. Over 150 students were served during the academic year 2004-05, through CBEST preparation workshops, CSET preparation sessions, RICA intensive reading workshops and Language Assessment preparation classes.

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 2004-2005

California State University, Stanislaus has established a collaborative project with Modesto City Schools and UC Berkeley as a recipient of a 3.3 million dollar Teacher Quality Grant to recruit, develop, and retain teachers at schools with diverse student populations. The Teacher Quality Grant from the United States Department of Education will provide opportunities for the Department of Teacher Education credential programs to integrate and model the most innovative culturally responsive instructional strategies and techniques into subject matter methods courses. The research based core content was developed by the Center for Research on Education, Diversity, & Excellence (CREDE) at UC Berkeley, CA. The program began in the fall of 2005.

The Department of Teacher Education preparation programs have steadily improved in the area of the use of education technology. Through a collaborative effort with the COE Advanced Studies Department, education technology is integrated and utilized in all subject matter methods and foundation courses.

A mobile computer lab with 20 internet-ready units has been purchased for use in classes as arranged by the instructor.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	884	848	36
Single Subject Candidates	493	448	45
Education Specialist Candidates	107	107	0
Totals	1,484	1,403	81

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	363	330	33
Single Subject Candidates	232	188	44
Education Specialist Candidates	19	19	0
Totals	614	537	77

Institution/Program: CSU Stanislaus

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24	10	0
In Academic Positions with Rights and Responsibilities	10	1	0
In Non-Academic Positions without Rights and Responsibilities	14	9	0
Single Subject Programs	30	14	0
In Academic Positions with Rights and Responsibilities	13	2	0
In Non-Academic Positions without Rights and Responsibilities	17	12	0
Education Specialist Programs	4	0	0
In Academic Positions with Rights and Responsibilities	3	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	16 :1	16 :1	0 :1
Single Subject Programs	12 :1	12 :1	0 :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 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: CSU Stanislaus

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	412	412	100%	100%	47	47	100%
Aggregate	412	412	100%	100%	47	47	100%
Professional Knowledge/Pedagogy							
RICA	327	326	100%	98%	25	25	100%
Aggregate	327	326	100%	98%	25	25	100%
Academic Content Areas							
CSET English I	4	--	--	100%	4	--	--
CSET English II	4	--	--	100%	4	--	--
CSET English III	4	--	--	100%	4	--	--
CSET English IV	4	--	--	100%	4	--	--
CSET Math I	1	--	--	100%	4	--	--
CSET Math II	1	--	--	100%	4	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	6	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	3	--	--	100%	0	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	4	--	--	99%	2	--	--
CSET Science II	4	--	--	99%	2	--	--
CSET Social Sci I	9	--	--	100%	1	--	--
CSET Social Sci II	9	--	--	100%	1	--	--
CSET Social Sci III	9	--	--	100%	1	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	98%	1	--	--
Aggregate	22	22	100%	99%	13	13	100%
Other Content Areas							
CSET MSE I	256	256	100%	100%	21	21	100%
CSET MSE II	256	256	100%	100%	21	21	100%
CSET MSE III	256	256	100%	100%	21	21	100%
MSAT (0140 + 0151)	10	10	100%	99%	3	--	--
Praxis II Business	1	--	--	100%	0	--	--
Aggregate	267	267	100%	99%	24	24	100%
Summary Totals and Pass Rate	412	411	100%	98%	47	47	100%

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

Institution/Program: CSU Stanislaus

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	336	335	100%	100%	142	142	100%
Aggregate	336	335	100%	100%	142	142	100%
Professional Knowledge/Pedagogy							
RICA	299	295	99%	99%	125	123	98%
Aggregate	299	295	99%	99%	125	123	98%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	1	--	--
Biology S* (04 + 05)	3	--	--	98%	1	--	--
English Praxis II	3	--	--	100%	2	--	--
English S* (01)	3	--	--	99%	2	--	--
French S* (11)	0	--	--	88%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	86%	1	--	--
French: Skills Praxis II (0171)	0	--	--	86%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	1	--	--
Math S* (02)	0	--	--	98%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	1	--	--
Social Science S* (03)	1	--	--	99%	1	--	--
Aggregate	7	--	--	98%	6	--	--
Other Content Areas							
Business S* (15)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	58	58	100%	100%	30	30	100%
Aggregate	60	60	100%	99%	30	30	100%
Summary Totals and Pass Rate	336	332	99%	99%	142	140	99%

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

Institution/Program:	CSU Stanislaus

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

Candidates in the full-time multiple and single subject teacher credential programs attend a seminar course with a small group of other teacher candidates throughout the program. When candidates are assigned field experiences in their professional preparation courses, they can share their experiences in their seminars. The seminar instructors supervise candidates and remain as their advisor during student teaching. This close link allows for a close supportive relationship between candidates and professors.

A unique feature of the multiple subject accelerated program in San Rafael is the resident supervisor. Candidates doing student teaching not only have a university field supervisor and cooperating teacher but also have a resident supervisor that is an active on-site teacher trained to work with our teacher candidates. This person is a support provider for the student teacher.

The multiple subject and single subject programs in rural Ukiah begin with an early course in August. Candidates continue their program on Tuesday evenings and on weekends. This program services the needs of a vast community that does not have a four year college/university in its immediate geographical area.

The undergraduate Blended Liberal Studies Program has faculty from Arts and Sciences working closely with faculty in Education and teachers from local schools.

The Fairfield Campus has been primarily an Intern Program. A collaborative relationship between Dominican University of California and local educators provide support for interns.

Special Education was reintroduced at Dominican University in Fall 2002. The program builds on many of the program qualities mentioned above.

Institution/Program: Dominican University of California

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 2004-2005 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	69	6
Single Subject Candidates	59	43	16
Education Specialist Candidates	29	25	4
Totals	163	137	26

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	75	69	6
Single Subject Candidates	59	43	16
Education Specialist Candidates	29	25	4
Totals	163	137	26

Institution/Program:	Dominican University of California

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	28	8	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	26	8	0
Single Subject Programs	19	21	0
In Academic Positions with Rights and Responsibilities	3	1	0
In Non-Academic Positions without Rights and Responsibilities	16	20	0
Education Specialist Programs	7	2	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	5	2	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Dominican University of California

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	131	131	100%	100%	24	24	100%
Aggregate	131	131	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	86	86	100%	98%	9	--	--
Aggregate	86	86	100%	98%	9	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Math I	4	--	--	100%	4	--	--
CSET Math II	4	--	--	100%	4	--	--
CSET Math III	2	--	--	92%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	2	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	3	--	--
CSET Science II	4	--	--	99%	3	--	--
CSET Social Sci I	12	12	100%	100%	2	--	--
CSET Social Sci II	12	12	100%	100%	2	--	--
CSET Social Sci III	12	12	100%	100%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	2	--	--
Math S* (02)	1	--	--	100%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	0	--	--
Aggregate	31	31	100%	99%	12	11	92%
Other Content Areas							
Business S* (15)	2	--	--	97%	0	--	--
CSET MSE I	68	68	100%	100%	5	--	--
CSET MSE II	68	68	100%	100%	5	--	--
CSET MSE III	68	68	100%	100%	5	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	9	--	--	99%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	81	81	100%	99%	7	--	--
Summary Totals and Pass Rate	132	132	100%	98%	26	25	96%

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

Institution/Program: Dominican University of California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	121	121	100%	100%	9	--	--
Aggregate	121	121	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	83	83	100%	99%	7	--	--
Aggregate	83	83	100%	99%	7	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	1	--	--
English S* (01)	6	--	--	99%	1	--	--
Geoscience Praxis II (0433)	2	--	--	100%	0	--	--
Geoscience S* (04 + 07)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Aggregate	12	12	100%	98%	1	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	29	29	100%	100%	4	--	--
Aggregate	30	30	100%	99%	5	--	--
Summary Totals and Pass Rate	121	121	100%	99%	9	--	--

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

Institution/Program:	Dominican University of California

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Fresno Pacific University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Fresno Pacific Teacher Education program, centered in the heart of the great central valley, prepares teachers to meet the needs of all children. Racial, ethnic, socio-economic and language diversity characterize all schools used for field experiences. As a Christian university, Fresno Pacific values teaching as service. As one of many education programs in the School of Education, the credential 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 are challenged to become scholars, professionals, leaders and peacemakers. Fresno Pacific provides traditional full-time programs and non-traditional part-time as well as intern programs which lead to the multiple and single subject credentials. Students can also complete the requirements for bilingual education while they are working on their preliminary 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 and moderate/severe handicaps, as well as those students with physical and health impairments. The basic multiple subject and special education programs are well articulated to facilitate students' opportunities to prepare for both

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 their growth in preparation for teaching by preparing a teaching portfolio. This portfolio experience provides candidates, professors and potential employers with a rich picture of their preparation for teaching. 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 2004-2005

Fresno Pacific is pleased to offer numerous new programs that have enriched the quality of its core program. The Fresno Pacific faculty spent over two years rewriting both the single and multiple subject programs. The California Commission on Teacher Credentialing approved these programs during the fall, 2004 semester. The new 2042 program includes a rigorous summative performance assessment of all candidates, known as the "Teaching Performance Assessment (TPA)".

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.

The preliminary multiple multiple subject credential and level one special education programs have been designed for candidates interested in a dual credential. Special education candidates can earn a multiple subject credential by completing two field based assignments in a regular elementary classroom, as well as completing coursework in common with multiple subjects candidates.

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Fresno Pacific University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	86	86	100%	100%	17	17	100%
Aggregate	86	86	100%	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	63	62	98%	98%	6	--	--
Aggregate	63	62	98%	98%	6	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	3	--	--	100%	1	--	--
CSET Social Sci II	3	--	--	100%	1	--	--
CSET Social Sci III	3	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
German S* (20)	1	--	--	100%	0	--	--
Aggregate	8	--	--	99%	4	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	45	45	100%	100%	2	--	--
CSET MSE II	45	45	100%	100%	2	--	--
CSET MSE III	45	45	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	1	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	50	50	100%	99%	5	--	--
Summary Totals and Pass Rate	86	85	99%	98%	17	17	100%

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

Institution/Program: Fresno Pacific University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	66	66	100%	100%	32	32	100%
Aggregate	66	66	100%	100%	32	32	100%
Professional Knowledge/Pedagogy							
RICA	51	51	100%	99%	19	19	100%
Aggregate	51	51	100%	99%	19	19	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	100%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
English Praxis II	2	--	--	100%	4	--	--
English S* (01)	2	--	--	99%	4	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Aggregate	6	--	--	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	9	--	--
Aggregate	13	13	100%	99%	9	--	--
Summary Totals and Pass Rate	66	66	100%	99%	32	32	100%

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

Institution/Program:	Fresno Pacific University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 Teacher Intern Program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning. It develops teachers who understand the integration of technical and academic studies by providing directed, on-the-job training to mid-career individuals in transition who do not have the time or wherewithal to engage in lengthy certification programs as well as to recent graduates of post-secondary institutions.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

In this early stage 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 Teacher Intern program provides them with knowledge and resources they can use in their classrooms. They add that the frequent and ongoing opportunities for reflection help them consider ways to improve their current practice. With courses taught by a combination of High Tech High teaching faculty and administrators along with our partners from the University of San Diego and San Diego Unified School District, the interns are exposed to individuals representing a broad range of experiences which allows them to learn about educational practices from multiple perspectives.

Institution/Program: High Tech High 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 2004-2005

None. The Competitive Grants Program has provided crucial support to our program this year and we continue to offer a high-quality program at a low per-intern cost.

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

http.hightechhigh.org/Teacher_credential/teacher_creden.htm

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 2004-2005 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	10		10
Education Specialist Candidates			
Totals	10		10

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	2		2
Education Specialist Candidates			
Totals	2		2

Institution/Program:	High Tech High Communities

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

Number of Supervising Teachers During 2004-2005
(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			2
In Academic Positions with Rights and Responsibilities			2
In Non-Academic Positions without Rights and Responsibilities			
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	High Tech High Communities

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	
Single Subject Programs	2
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 2004-2005

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	98%	0	--	--

**Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because 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 2001-2002 Cohort Update

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

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 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Holy Names University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Education Department at Holy Names University, historically and to the present day, has focused its attention on the preparation of dedicated educators for the urban schools of Oakland and its surrounding communities. The work of the educator has become critical in addressing the needs of an increasingly diverse population, the demands of life in a technologically changing society, and the changes created by radical shifts in societal organization.

The Department is committed to preparing qualified and committed teachers who are ready to meet the challenge. The Multiple and Single Subjects and Education Specialist: Mild/Moderate Disabilities credential programs seek to include teacher candidates of diverse backgrounds who reflect the composition of the community they serve. 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 2004-2005

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 2004-2005

On February 16, 2006, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation for the Education Specialist Credential as submitted by Holy Names University:
Preliminary Level I, Mild/Moderate Disabilities Internship.

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Holy Names University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	13	13	100%	100%	21	21	100%
Aggregate	13	13	100%	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	12	12	100%	98%	15	15	100%
Aggregate	12	12	100%	98%	15	15	100%
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	3	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	9	--	--	100%	8	--	--
CSET MSE II	9	--	--	100%	8	--	--
CSET MSE III	9	--	--	100%	8	--	--
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	0	--	--	99%	4	--	--
Aggregate	9	--	--	99%	14	14	100%
Summary Totals and Pass Rate	13	13	100%	98%	21	21	100%

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

Institution/Program: Holy Names University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	31	31	100%	100%	6	--	--
Aggregate	31	31	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	21	21	100%	99%	6	--	--
Aggregate	21	21	100%	99%	6	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	20	20	100%	100%	6	--	--
Aggregate	20	20	100%	99%	6	--	--
Summary Totals and Pass Rate	31	31	100%	99%	6	--	--

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

Institution/Program:	Holy Names University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	16	16	
Single Subject Candidates			
Education Specialist Candidates			
Totals	16	16	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

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

Institution/Program:	Hope International University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	Hope International University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: Hope International University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	16	16	100%	100%	0	--	--
Aggregate	16	16	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	15	94%	98%	0	--	--
Aggregate	16	15	94%	98%	0	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	0	--	--
CSET MSE II	15	15	100%	100%	0	--	--
CSET MSE III	15	15	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Aggregate	16	16	100%	99%	0	--	--
Summary Totals and Pass Rate	16	15	94%	98%	0	--	--

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

Institution/Program: Hope International University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	99%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	15	15	100%	100%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Summary Totals and Pass Rate	22	22	100%	99%	0	--	--

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

Institution/Program:	Hope International University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 the children and adolescents with whom they work. 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 align with our educational philosophy. We see our mission helping our students become aware of their own assumptions, preconceptions, and personal filters, and to assist them in understanding how these factors can affect their teaching and the equity of the education that their students receive. We are committed to the act of teaching, one of social activism and promotion of social justice. We see our students as being involved in the process of becoming teachers in lieu of being just students. Such a transition is, by definition, sometimes a difficult one, and we believe it is our professional responsiblility to attempt to ease that transition and to assure that every candidate who graduates from our program is exceptionally well-prepared to join our profession.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

At HSU, we utilize a team approach to teacher education and our credential programs are known for the high caliber of our credential candidates. Our selection processes are rigorous and thorough. Although the University is situated 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 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 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 2004-2005

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 has piloted a cooperative program with the East Bay Conservation Corp Charter School and will extend this innovative distance education component to an elementary school on an Indian reservation. 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	77	77	
Single Subject Candidates	49	49	
Education Specialist Candidates	25	25	
Totals	151	151	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	77	77	
Single Subject Candidates	49	49	
Education Specialist Candidates	25	25	
Totals	151	151	

Institution/Program:	Humboldt State University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	17		
In Academic Positions with Rights and Responsibilities	6		
In Non-Academic Positions without Rights and Responsibilities	11		
Single Subject Programs	10		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	6		
Education Specialist Programs	8		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	6		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4 :1	:1	:1
Single Subject Programs	5 :1	:1	:1
Education Specialist Programs	3 :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 2004-2005

	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 2004-2005

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

Institution/Program: Humboldt State University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	133	133	100%	100%	0	--	--
Aggregate	133	133	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	87	87	100%	98%	0	--	--
Aggregate	87	87	100%	98%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	84	84	100%	100%	0	--	--
CSET MSE II	84	84	100%	100%	0	--	--
CSET MSE III	84	84	100%	100%	0	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Aggregate	85	85	100%	99%	0	--	--
Summary Totals and Pass Rate	134	134	100%	98%	0	--	--

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

Institution/Program: Humboldt State University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	148	148	100%	100%	0	--	--
Aggregate	148	148	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	96	96	100%	99%	0	--	--
Aggregate	96	96	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	98%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	8	--	--	97%	0	--	--
Social Science S* (03)	7	--	--	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	16	13	81%	98%	0	--	--
Other Content Areas							
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	36	36	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	38	38	100%	99%	0	--	--
Summary Totals and Pass Rate	148	145	98%	99%	0	--	--

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

Institution/Program:	Humboldt State University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: InterAmerican College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

InterAmerican College, a non-profit college, provides working adults access to a coherent and rigorous academic program based on adult learning principles. It educates students for success and full participation in a diverse society. IAC offers undergraduate and post-baccalaureate programs that prepare future teachers. The college's affordable evening courses accomodates class time to students' working schedules. The majority of students are bilingual teacher aides. The rest of the student body consists of educated immigrants who are changing careers to become teachers.

The Education Department prepares compentent, effective bilingual bicultural teachers who address not only academic needs of students, but also social issues in the community and in schools. At the undergraduate level, bilingual students are encouraged to achieve competence in English and in Spanish. IAC future teachers have made the commitment to work in low income culturally diverse schools. They are committed to provide every child with a academically rigorous education.

IAC offers CCTC approved teacher preparation programs. These include 2042 Multiple and Single Subject credentials with bilingual emphasis; the Fifth year Clear Credential program; the CLAD certificate; and the Induction program. The credential program offers courses at the post baccalaureate level.

Due to the proximity of San Diego to the Mexcian border,IAC students represents lower socio economic groups, underrepresented groups, and English language learners. IAC's goal is to provide districts with competent bilingual bicultural teachers who reflect the diverse student population in the schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

Credential courses are offered at the post-baccalaureate level. The program requires candidates to complete prerequisite course to prepare them to teach English language learners, bilingual students, lower economic and culturally diverse students. These courses address content areas in history and culture of Latinos, civil rights,and educational equity. 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. 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. IAC offers composition tutors to assist students in improving English assignments. Classes are scheduled only in the evenings. The monthly schedule accommodates familiy and employment responsibilities of returning adult students.

The curriculum is designed to prepare candidates to meet the California Student Teacher Expectations. In their course work, instructors indentify the outcomes that are linked to the state frameworks, California student content standards, and certification standards.

Institution/Program: InterAmerican College

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

In the new 2042 Credential programs, IAC requires that applicants for both the Multiple and Single Subject credentials pass the CBEST and CSET exams before being admitted into the program. These exams ensure that completers 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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: InterAmerican College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	4	--	--	100%	0	--	--
Aggregate	4	--	--	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	98%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Academic Content Areas							
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	98%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Summary Totals and Pass Rate	4	--	--	98%	0	--	--

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

Institution/Program: InterAmerican College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	99%	0	--	--

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

Institution/Program:	InterAmerican College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

Our SB2042 Credential Program was approved in October 2003.

We implemented the California Teacher Performance Assessment System as a part of our Summative Assessment Program to determine Teacher Candidates' Competence. The TPA data is also used to guide us in our program improvement.

In the 2004-2005 year, we systemized the entire formative and summative assessment of our program.

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 2004-2005 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	25	19	6
Education Specialist Candidates			
Totals	51	43	8

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	11	1
Single Subject Candidates	10	7	3
Education Specialist Candidates			
Totals	22	18	4

Institution/Program: John F. Kennedy University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	1	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	8	1	
Single Subject Programs	6	3	
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	6	3	
Education Specialist Programs	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 2004-2005*

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

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

Institution/Program:	John F. Kennedy University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: John F. Kennedy University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	18	18	100%	100%	1	--	--
Aggregate	18	18	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	11	11	100%	98%	0	--	--
Aggregate	11	11	100%	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	9	--	--	100%	0	--	--
CSET MSE II	9	--	--	100%	0	--	--
CSET MSE III	9	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Summary Totals and Pass Rate	18	18	100%	98%	1	--	--

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

Institution/Program: John F. Kennedy University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	7	--	--	100%	9	--	--
Aggregate	7	--	--	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	99%	8	--	--
Aggregate	7	--	--	99%	8	--	--
Academic Content Areas							
Soc. Studies Praxis II (0082 + 0083)	0	--	--	97%	1	--	--
Social Science S* (03)	0	--	--	99%	1	--	--
Aggregate	0	--	--	98%	1	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	8	--	--
Aggregate	5	--	--	99%	8	--	--
Summary Totals and Pass Rate	7	--	--	99%	9	--	--

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

Institution/Program:	John F. Kennedy University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: La Sierra University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission statement of the teacher preparation program at La Sierra University is as follows: the department seeks to empower students through a process of seeking, knowing, and serving. Students will study theoretical principles and pedagogical practices in an effort to gain professional, ethical, and caring practices.

This mission statement is based on the university mission statement, which is: To seek truth, enlarging human understanding through scholarship: To know ourselves, broadly educating the whole student: To serve others, contributing to the good of the global community.

The department program is undergirded with the basic philosophy that all persons learn from their surroundings and that learning and schooling are not synonymous. The department has two major purposes. The first is the development of competent, professional teachers who are prepared to serve effectively in public schools and in private schools. The second major purpose is to provide opportunities for educators seeking advanced degrees who wish to hone their teaching skills.

The department desires to help students accept and practice those ethical and moral concepts which are approved by the enlightened conscience of humankind, to develop tolerance for the rights and opinions of others, to be considerate of the sensitivities of those from diverse ethnic, cultural, and socioeconomic groups, and to cultivate the ideal of service to humanity.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

La Sierra University faculty are committed to continual improvement of departmental programs, teaching, and research. From faculty study and research, the programs in the department have been enriched through the incorporation of multiple intelligences theory and practice in methods courses. Faculty research on the brain and implications for education have resulted in the development of course work on the brain and learning as well as the incorporation of brain compatible learning theory into methods coursework.

The department seeks to educate and develop professional teachers who have the appreciation, skills, and teaching strategies necessary to create a warm, loving, caring classroom climate where effective learning takes place. Faculty believe that professionalism and Christian principles are not mutually exclusive.

The department seeks to develop in its students the ability to do creative, collaborative, and independent thinking. The students should acquire an attitude of open-minded consideration of controversial issues and should develop a continuing intellectual curiosity that will expand throughout their post-college years.

The department endeavors to provide its students with an understanding of the privileges of citizenship, a sincere love of country, and a willingness to cooperate in bringing about improvements in the social order through education whether public or nonpublic.

The teacher preparation program is predicated upon a belief in the uniqueness and worth of each individual and of the importance of the systematic development of the whole person. The students in the department, it is hoped, will develop a positive self-image and will strive to reach the highest possible attainments.

Institution/Program: La Sierra University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	110	107	3
Single Subject Candidates	105	99	6
Education Specialist Candidates	0	0	0
Totals	215	206	9

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	22	19	3
Single Subject Candidates	16	10	6
Education Specialist Candidates	0	0	0
Totals	38	29	9

Institution/Program:	La Sierra University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	13	4	0
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	8	2	0
Single Subject Programs	13	4	0
In Academic Positions with Rights and Responsibilities	5	2	0
In Non-Academic Positions without Rights and Responsibilities	8	2	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	2 :1	2 :1	0 :1
Single Subject Programs	2 :1	2 :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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	.5
Single Subject Programs	.5
Education Specialist Programs	0

Institution/Program: La Sierra University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	28	28	100%	100%	9	--	--
Aggregate	28	28	100%	100%	9	--	--
Professional Knowledge/Pedagogy							
RICA	19	18	95%	98%	2	--	--
Aggregate	19	18	95%	98%	2	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	4	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	13	12	92%	100%	3	--	--
CSET MSE II	13	12	92%	100%	3	--	--
CSET MSE III	13	13	100%	100%	3	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	13	12	92%	99%	4	--	--
Summary Totals and Pass Rate	28	26	93%	98%	9	--	--

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

Institution/Program: La Sierra University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	14	93%	99%	0	--	--
Aggregate	15	14	93%	99%	0	--	--
Academic Content Areas							
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	5	--	--	99%	0	--	--
Summary Totals and Pass Rate	22	21	95%	99%	0	--	--

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

Institution/Program:	La Sierra University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Long Beach USD

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program: Long Beach USD

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide 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	--	--	99%	26	26	100%
Aggregate	0	--	--	99%	26	26	100%
Summary Totals and Pass Rate	0	--	--	99%	26	26	100%

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

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 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	3
Single Subject Programs	3
Education Specialist Programs	3

Institution/Program: Los Angeles USD

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	288	288	100%
Aggregate	0	--	--	100%	288	288	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	158	155	98%
Aggregate	0	--	--	98%	158	155	98%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	3	--	--
Biology S* (04 + 05)	0	--	--	100%	3	--	--
CSET English I	0	--	--	100%	35	35	100%
CSET English II	0	--	--	100%	35	33	94%
CSET English III	0	--	--	100%	35	33	94%
CSET English IV	0	--	--	100%	35	33	94%
CSET Math I	0	--	--	100%	14	14	100%
CSET Math II	0	--	--	100%	14	14	100%
CSET Math III	0	--	--	92%	14	14	100%
CSET Sci III Bio/Life	0	--	--	100%	19	17	89%
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	23	20	87%
CSET Science II	0	--	--	99%	23	20	87%
English Praxis II	0	--	--	100%	16	16	100%
English S* (01)	0	--	--	99%	16	15	94%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	8	--	--
Math S* (02)	0	--	--	100%	7	--	--
Aggregate	0	--	--	99%	100	94	94%
Other Content Areas							
CSET MSE I	0	--	--	100%	73	73	100%
CSET MSE II	0	--	--	100%	73	73	100%
CSET MSE III	0	--	--	100%	73	73	100%
MSAT (0140 + 0151)	0	--	--	99%	81	81	100%
Aggregate	0	--	--	99%	154	154	100%
Summary Totals and Pass Rate	0	--	--	98%	289	280	97%

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

Institution/Program: Los Angeles USD

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	431	431	100%
Aggregate	0	--	--	100%	431	431	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	350	349	100%
Aggregate	0	--	--	99%	350	349	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	4	--	--
Biology S* (04 + 05)	0	--	--	98%	4	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	4	--	--
Chemistry S* (04 + 06)	0	--	--	100%	4	--	--
CSET Math I	0	--	--	80%	1	--	--
CSET Math II	0	--	--	80%	1	--	--
English Praxis II	0	--	--	100%	52	52	100%
English S* (01)	0	--	--	99%	55	55	100%
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	9	--	--
Math S* (02)	0	--	--	98%	9	--	--
Physics Praxis II (0262 + 0433)	0	--	--	94%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Aggregate	0	--	--	98%	76	75	99%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	340	340	100%
Aggregate	0	--	--	99%	340	340	100%
Summary Totals and Pass Rate	0	--	--	99%	431	429	100%

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

Institution/Program:	Los Angeles USD

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

* 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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	416	278	138
Single Subject Candidates	356	170	186
Education Specialist Candidates	96	26	70
Totals	868	474	394

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	149	87	62
Single Subject Candidates	139	62	77
Education Specialist Candidates	74	6	68
Totals	362	155	207

Institution/Program:	Loyola Marymount University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11	36	0
In Academic Positions with Rights and Responsibilities	11	36	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	6	35	0
In Academic Positions with Rights and Responsibilities	6	35	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	1	9	0
In Academic Positions with Rights and Responsibilities	1	9	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Loyola Marymount University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	148	148	100%	100%	164	164	100%
Aggregate	148	148	100%	100%	164	164	100%
Professional Knowledge/Pedagogy							
RICA	91	91	100%	98%	86	85	99%
Aggregate	91	91	100%	98%	86	85	99%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	12	12	100%	100%	29	29	100%
CSET English II	12	12	100%	100%	29	29	100%
CSET English III	12	12	100%	100%	29	29	100%
CSET English IV	12	12	100%	100%	29	29	100%
CSET Math I	6	--	--	100%	11	11	100%
CSET Math II	6	--	--	100%	11	11	100%
CSET Math III	4	--	--	92%	6	--	--
CSET Sci III Bio/Life	3	--	--	100%	13	13	100%
CSET Sci III Chemistry	1	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	3	--	--
CSET Science I	4	--	--	99%	17	17	100%
CSET Science II	4	--	--	99%	17	17	100%
CSET Social Sci I	15	15	100%	100%	10	10	100%
CSET Social Sci II	15	15	100%	100%	10	10	100%
CSET Social Sci III	15	15	100%	100%	10	10	100%
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	1	--	--
Spanish S* (10)	0	--	--	100%	3	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	3	--	--
Spanish: Skills Praxis II (0192)	0	--	--	98%	3	--	--
Aggregate	42	41	98%	99%	71	70	99%
Other Content Areas							
CSET MSE I	85	84	99%	100%	77	77	100%
CSET MSE II	85	83	98%	100%	77	77	100%
CSET MSE III	85	84	99%	100%	77	77	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	3	--	--	99%	6	--	--
Aggregate	88	85	97%	99%	84	84	100%
Summary Totals and Pass Rate	148	144	97%	98%	164	162	99%

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

Institution/Program: Loyola Marymount University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	120	120	100%	100%	0	--	--
Aggregate	120	120	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	91	91	100%	99%	0	--	--
Aggregate	91	91	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	9	--	--	100%	0	--	--
English S* (01)	10	9	90%	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	20	19	95%	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	46	46	100%	100%	0	--	--
Aggregate	47	47	100%	99%	0	--	--
Summary Totals and Pass Rate	120	119	99%	99%	0	--	--

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

Institution/Program:	Loyola Marymount University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	36	36	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	9	9	0
Totals	67	67	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	36	36	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	9	9	0
Totals	67	67	0

Institution/Program: Mills College

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

Number of Supervising Teachers During 2004-2005
(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	0	0	0
In Non-Academic Positions without Rights and Responsibilities	10	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3.2 :1	0 :1	0 :1
Single Subject Programs	1.8 :1	0 :1	0 :1
Education Specialist Programs	9 :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 2004-2005

	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 2004-2005

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

Institution/Program: Mills College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	53	53	100%	100%	0	--	--
Aggregate	53	53	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	31	31	100%	98%	0	--	--
Aggregate	31	31	100%	98%	0	--	--
Summary Totals and Pass Rate	54	54	100%	98%	0	--	--

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

Institution/Program: Mills College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide 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	31	31	100%	99%	0	--	--
Aggregate	31	31	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	2	--	--	80%	0	--	--
CSET Math II	2	--	--	80%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	7	--	--	100%	0	--	--
English S* (01)	6	--	--	99%	0	--	--
Geoscience Praxis II (0433)	2	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Aggregate	21	19	90%	98%	0	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	26	26	100%	100%	0	--	--
Aggregate	27	27	100%	99%	0	--	--
Summary Totals and Pass Rate	54	52	96%	99%	0	--	--

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

Institution/Program:	Mills College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 one of 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 2004-2005

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 2004-2005

In 2004 the Education Department was approved to offer a "Fifth Year" program for a Professional Clear Credential to candidates teaching in private schools where an induction program is not available. Candidates began this program in Fall 2004. In addition, we collaborated with Santa Monica- Malibu Unified School District in the development of the advanced coursework component of their Induction Program. These courses are offered on-site for SMMUSD induction candidates for MSMC extension credit beginning Fall 2004.

The Teaching Performance Assessment that was piloted in 2003-2004 was fully implemented in Fall 2005. The results have been used to identify program strengths and weaknesses and courses revised to enhance candidate preparation. The passing score was raised from 8 (passing score for pilot) to 12 out of 16 possible points for the spring 2005 candidates.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	139	139	
Single Subject Candidates	79	79	
Education Specialist Candidates	31	31	
Totals	249	249	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	34	34	
Single Subject Candidates	20	20	
Education Specialist Candidates	10	10	
Totals	64	64	

Institution/Program:	Mount Saint Mary's College

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	10		
In Academic Positions with Rights and Responsibilities	8		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	7		
In Academic Positions with Rights and Responsibilities	6		
In Non-Academic Positions without Rights and Responsibilities	1		
Education Specialist Programs	6		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	4		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Mount Saint Mary's College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	46	46	100%	100%	10	10	100%
Aggregate	46	46	100%	100%	10	10	100%
Professional Knowledge/Pedagogy							
RICA	32	31	97%	98%	4	--	--
Aggregate	32	31	97%	98%	4	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	2	--	--
CSET English II	3	--	--	100%	2	--	--
CSET English III	3	--	--	100%	2	--	--
CSET English IV	3	--	--	100%	2	--	--
CSET Social Sci I	6	--	--	100%	0	--	--
CSET Social Sci II	6	--	--	100%	0	--	--
CSET Social Sci III	6	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	10	10	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	18	18	100%	100%	3	--	--
CSET MSE II	18	18	100%	100%	3	--	--
CSET MSE III	18	18	100%	100%	3	--	--
MSAT (0140 + 0151)	1	--	--	99%	2	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	20	20	100%	99%	5	--	--
Summary Totals and Pass Rate	47	46	98%	98%	10	10	100%

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

Institution/Program: Mount Saint Mary's College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	33	33	100%	100%	0	--	--
Aggregate	33	33	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	29	29	100%	99%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	0	--	--
Social Science S* (03)	2	--	--	99%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	7	--	--	100%	0	--	--
Aggregate	7	--	--	99%	0	--	--
Summary Totals and Pass Rate	33	33	100%	99%	0	--	--

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

Institution/Program:	Mount Saint Mary's College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 Intern teachers. Therefore, we collaborate with the Alum Rock Union Elementary School District, Eastside Union High School District and county-wide consortiums from San Mateo County Office of Education, Alameda County Office of Education and the Santa Clara County Office of Education to offer Intern programs that support beginning teachers through a comprehensive professional teacher preparation model. We believe that collaboration with local school districts is essential in order to address the critical need for qualified and effective classroom teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005 programs were the improvement of the supervision component of the credential program and the integration of theoretical understanding with practical methodological approaches that teachers are able to use in their classrooms immediately. The attention to practicality in the real-world classroom and the high level of support they receive in the university classroom from their instructors and their peers serve to empower new teachers and, above all, contribute to their excellence and effectiveness in the classroom.

Continued implementation of the 2042 credential standards added to the overall improvement of the program along with the addition of single subject credential programs in Art, Spanish, and Physical Education. 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. Three professional development trainings on assessment practices, SB 2042, and the Teaching Performance Assessments added to the overall 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 2004-2005

Seeking CTC approval to offer the Education Specialist (mild/moderate) credential.

Teaching Performance Assessment (TPA) will be expanded to assess student readiness along with practica for credentials. Video assessment will be added to the requirements.

Continued training of supervisors and key personnel as assessors to use ETS developed TPAs and new credential expectations.

Closer ties with teachers and staff at the Charter High School located on University campus with eventual goal of developing a secondary model school. Working with Latino College Preparatory Academy to prepare for initial phase of WASC accreditation and renewal of Charter.

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 connections with NHU Liberal Studies Department in team-teaching Gateway to Education course.

Increase linkages with Teach for America and MACSA Charter Schools.

Initial offerings of SB 2042 Professional Clear courses.

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 2004-2005 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	97	75
Single Subject Candidates	49	35	14
Education Specialist Candidates	0	0	0
Totals	221	132	89

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	60	17	43
Single Subject Candidates	13	3	10
Education Specialist Candidates	0	0	0
Totals	73	20	53

Institution/Program:	National Hispanic University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	7	0
In Academic Positions with Rights and Responsibilities	3	4	0
In Non-Academic Positions without Rights and Responsibilities	5	3	0
Single Subject Programs	4	5	0
In Academic Positions with Rights and Responsibilities	2	2	0
In Non-Academic Positions without Rights and Responsibilities	2	3	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: National Hispanic University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	19	19	100%	100%	21	21	100%
Aggregate	19	19	100%	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	15	15	100%	98%	15	15	100%
Aggregate	15	15	100%	98%	15	15	100%
Academic Content Areas							
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	92%	2	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	5	--	--
Other Content Areas							
CSET MSE I	6	--	--	100%	9	--	--
CSET MSE II	6	--	--	100%	9	--	--
CSET MSE III	6	--	--	100%	9	--	--
MSAT (0140 + 0151)	4	--	--	99%	4	--	--
Aggregate	10	10	100%	99%	13	13	100%
Summary Totals and Pass Rate	19	19	100%	98%	21	21	100%

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

Institution/Program: National Hispanic University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	47	45	96%	100%	44	44	100%
Aggregate	47	45	96%	100%	44	44	100%
Professional Knowledge/Pedagogy							
RICA	43	42	98%	99%	44	44	100%
Aggregate	43	42	98%	99%	44	44	100%
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	18	18	100%	100%	27	27	100%
Aggregate	19	19	100%	99%	27	27	100%
Summary Totals and Pass Rate	47	44	94%	99%	44	44	100%

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

Institution/Program:	National Hispanic University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: National University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the School of Education at National University is to prepare educators as lifelong learners, reflective practitioners, and ethical professionals. The mission is accomplished in a learning community through professional preparation programs, partnerships with schools, and educational research.

In its strategic plan, the University articulates a commitment to be the career-long learning partner of California's K-12 teachers with the goal of improving public schools and developing solutions to the problems of low student achievement. The School of Education offers Assosiate of Arts in Teaching, Bachelor's degrees,Master's degrees, and credential programs in San Diego and at eleven academic centers throughout the state. NU ranks first nationally in granting master's degrees in education to all minorities and according to the U.S. Department of Education, ranks first in the nation in granting master's degrees in education to Hispanics (Black Issues in Higher Education, 2004). In California, NU ranks first in granting master's degrees in education to Hispanics, African Americans, Native Americans, and Asian Americans (Black Issues in Higher Education, 2004).

The Department of Teacher Education offers preparation programs for the Multiple Subject and Single Subject Preliminary and Professional Teaching Credentials, including bilingual emphasis (Spanish) and university internship options in collaboration with selected school districts. The Department of Special Education and Educational Technology offers the Preliminary Level I and Professional Level II Education Specialist Credential program with an emphasis in mild/moderate and moderate/severe disabilities, along with an internship option.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

School of Education faculty focus on assisting credential candidates in the development of a balanced relationship between disciplinary knowledge and educational practice. To ensure their success, alignment of coursework and supervised field experience with the new teaching performance expectations, K-12 content standards, and California Standards for the Teaching Profession is a high priority. Curriculum design emphasizes the developmental nature of learner outcomes for each foundations and methods course so that teacher candidates' course experiences are sequential and build upon each other in terms of early fieldwork, conceptual development, and skill acquisition. Specific attention is given to students with special needs and English language learners. Electronic portfolio were recently designed for Teacher Education and Special Education so formative assessment of artifacts can be conducted in courses throughout the program, leading to a summative assessment of candidate competence upon completion of all requirements. Internship students receive weekly assistance from both a university supervisor and district support provider. Most candidates choose to complete additional coursework to earn an optional Masters degree with their credential.

NU's unique one-course-per-month format promotes greater interest and motivation through a concentrated, focused approach to learning. In keeping with its commitment to alternative delivery systems, NU also offers credential courses in an online format. Online learning is augmented by an expanded digital/ebook library collection to ensure access to best practices and supplemental learning materials. All practicum field work courses are on-site.

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 2004-2005

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/Admissions/Credential.html

Institution/Program: National University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	5,636	5,554	82
Single Subject Candidates	5,697	5,464	233
Education Specialist Candidates	2,299	2,041	258
Totals	13,632	13,059	573

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	1318	1,297	21
Single Subject Candidates	1183	1,126	57
Education Specialist Candidates	333	284	49
Totals	2,834	2,707	127

Institution/Program:	National University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	176	41	0
In Academic Positions with Rights and Responsibilities	176	41	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	136	46	0
In Academic Positions with Rights and Responsibilities	136	46	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	72	26	0
In Academic Positions with Rights and Responsibilities	72	26	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :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 2004-2005

	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 2004-2005

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

Institution/Program: National University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	2255	2255	100%	100%	127	127	100%
Aggregate	2255	2255	100%	100%	127	127	100%
Professional Knowledge/Pedagogy							
RICA	1331	1238	93%	98%	50	48	96%
Aggregate	1331	1238	93%	98%	50	48	96%
Academic Content Areas							
Art Praxis II (0131 + 0132)	7	--	--	94%	2	--	--
Art S* (12)	7	--	--	97%	2	--	--
Biology Praxis II (0233 + 0433)	4	--	--	94%	0	--	--
Biology S* (04 + 05)	4	--	--	100%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	86%	0	--	--
Chemistry S* (04 + 06)	2	--	--	86%	0	--	--
CSET Art Subtest I	4	--	--	100%	0	--	--
CSET Art Subtest II	4	--	--	100%	0	--	--
CSET English I	117	117	100%	100%	8	--	--
CSET English II	117	117	100%	100%	8	--	--
CSET English III	117	117	100%	100%	8	--	--
CSET English IV	117	117	100%	100%	8	--	--
CSET Math I	119	119	100%	100%	15	15	100%
CSET Math II	119	119	100%	100%	15	15	100%
CSET Math III	42	42	100%	92%	3	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	64	64	100%	100%	6	--	--
CSET Sci III Chemistry	8	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	20	20	100%	100%	0	--	--
CSET Sci III Physics	5	--	--	100%	0	--	--
CSET Sci IV Bio/Life	7	--	--	100%	0	--	--
CSET Sci IV Earth/Planetary	3	--	--	100%	0	--	--
CSET Science I	87	87	100%	99%	6	--	--
CSET Science II	87	87	100%	99%	6	--	--
CSET Social Sci I	165	165	100%	100%	6	--	--
CSET Social Sci II	165	165	100%	100%	6	--	--
CSET Social Sci III	165	165	100%	100%	6	--	--
CSET Spanish Subtest I	6	--	--	100%	1	--	--
CSET Spanish Subtest II	6	--	--	100%	1	--	--
CSET Spanish Subtest III	6	--	--	100%	1	--	--
English Praxis II	11	11	100%	100%	1	--	--
English S* (01)	11	11	100%	99%	1	--	--
French S* (11)	3	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	3	--	--	100%	0	--	--
French: Skills Praxis II (0171)	3	--	--	100%	0	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Japanese S* (21)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	9	--	--	100%	0	--	--
Math S* (02)	9	--	--	100%	0	--	--

Music Praxis II (0111 + 0112)	7	--	--	96%	0	--	--
Music S* (13)	7	--	--	100%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Russian S* (22)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	10	10	100%	94%	0	--	--
Social Science S* (03)	10	10	100%	97%	0	--	--
Spanish S* (10)	13	13	100%	100%	1	--	--
Spanish: Analysis Praxis II (0193)	12	12	100%	92%	1	--	--
Spanish: Skills Praxis II (0192)	13	13	100%	98%	1	--	--
Aggregate	582	582	100%	99%	40	40	100%
Other Content Areas							
Business S* (15)	12	12	100%	97%	0	--	--
CSET MSE I	901	901	100%	100%	34	34	100%
CSET MSE II	901	901	100%	100%	34	34	100%
CSET MSE III	901	901	100%	100%	34	34	100%
CSET Physical Education Subtest I	12	12	100%	97%	0	--	--
CSET Physical Education Subtest II	12	12	100%	97%	0	--	--
CSET Physical Education Subtest III	12	12	100%	97%	0	--	--
Health Science S* (16)	147	147	100%	100%	10	10	100%
Home Economics S* (17)	2	--	--	100%	2	--	--
Industrial + Tech Ed. S* (18)	8	--	--	93%	1	--	--
MSAT (0140 + 0151)	180	180	100%	99%	10	10	100%
Phys. Educ. Praxis Test II	44	44	100%	98%	3	--	--
Physical Education S* (09)	44	44	100%	97%	3	--	--
Aggregate	1306	1305	100%	99%	60	60	100%
Summary Totals and Pass Rate	2255	2161	96%	98%	127	125	98%

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

Institution/Program: National University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	2711	2709	100%	100%	88	88	100%
Aggregate	2711	2709	100%	100%	88	88	100%
Professional Knowledge/Pedagogy							
RICA	1883	1864	99%	99%	74	74	100%
Aggregate	1883	1864	99%	99%	74	74	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	5	--	--	100%	0	--	--
Art S* (12)	5	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	42	41	98%	98%	0	--	--
Biology S* (04 + 05)	43	43	100%	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	10	10	100%	100%	0	--	--
Chemistry S* (04 + 06)	10	10	100%	100%	0	--	--
English Praxis II	102	102	100%	100%	1	--	--
English S* (01)	103	103	100%	99%	1	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience Praxis II (0433)	10	10	100%	100%	0	--	--
Geoscience S* (04 + 07)	11	11	100%	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	37	37	100%	99%	0	--	--
Math S* (02)	40	40	100%	98%	0	--	--
Music Praxis II (0111 + 0112)	7	--	--	100%	0	--	--
Music S* (13)	6	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	53	52	98%	97%	2	--	--
Social Science S* (03)	53	52	98%	99%	2	--	--
Spanish S* (10)	8	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	8	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	8	--	--	93%	0	--	--
Aggregate	281	277	99%	98%	3	--	--
Other Content Areas							
Business S* (15)	30	30	100%	100%	0	--	--
CSET MSE I	23	17	74%	84%	0	--	--
CSET MSE II	23	15	65%	77%	0	--	--
CSET MSE III	24	18	75%	87%	0	--	--
Health Science S* (16)	62	62	100%	99%	0	--	--
Home Economics S* (17)	6	--	--	95%	0	--	--
Industrial + Tech Ed. S* (18)	6	--	--	95%	0	--	--
MSAT (0140 + 0151)	1336	1328	99%	100%	8	--	--
Phys. Educ. Praxis Test II	38	38	100%	99%	0	--	--
Physical Education S* (09)	40	40	100%	99%	0	--	--

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

Institution/Program:	National University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

There are nine distinguishing features of the New College Teacher Education Program:

1. Teaching from a social justice perspective. Candidates need to reflect on their own schooling and cultural experiences in order to acknowledge and understand the perspective that they bring to the profession.
2. Building democratic learning communities. Candidates learn to humanize the teaching environment and develop their classrooms as “communities of learners”. (McCaleb, 1994)
3. Working with families through Family Literacy: learning to develop curriculum that affirms family and community aspirations and cultural values.
4. Gaining skills as teacher researchers. The concept of Teacher as Researcher is developed through Participatory/Action Research to enable future teachers to know & respect communities in which they teach.
5. Arts and Music are integrated across curriculum areas so that future teachers may appeal to the diverse learning modes of children and teach to the whole child.
6. Infusing current critical environmental and global issues into teaching and incorporating important themes into their teaching.
7. Becoming “media literate”. Candidates engage in a process of learning to de-construct media messages.
8. Understanding the social and political context of the institution of schooling and develop an understanding of how the history and structures of schooling have impacted ethnically and linguistically diverse students.
9. Development of personal teaching philosophy. Each candidate formulates her/his own philosophy and vision of a critical pedagogy and assesses the ways in which she/he may contribute to positive change in the schools, the community, the society, the world and the planet.

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 2004-2005

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". More detailed guidelines for students, collaborating teachers, and supervisors during Full TIme Student Teaching.

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 2004-2005 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			
Education Specialist Candidates			
Totals	25	25	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	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:	New College of California

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4.5 :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 2004-2005

	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 2004-2005

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

Institution/Program: New College of California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	19	19	100%	100%	0	--	--
Aggregate	19	19	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	0	--	--
Aggregate	19	19	100%	98%	0	--	--
Summary Totals and Pass Rate	19	19	100%	98%	0	--	--

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

Institution/Program: New College of California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	27	27	100%	100%	0	--	--
Aggregate	27	27	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	27	27	100%	99%	0	--	--
Aggregate	27	27	100%	99%	0	--	--
Summary Totals and Pass Rate	27	27	100%	99%	0	--	--

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

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 2004-2005
(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 and 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 each student as a person, respect each student as a learner, and appreciate each student as a rich resource for other learners. As teachers, we ensure the right to equal access to challenging learning opportunities. We recognize that technology will play an increasing role as a tool for expression, research and storage of information in the development of future teachers.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Notre Dame de Namur University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	49	49	100%	100%	25	25	100%
Aggregate	49	49	100%	100%	25	25	100%
Professional Knowledge/Pedagogy							
RICA	35	35	100%	98%	11	11	100%
Aggregate	35	35	100%	98%	11	11	100%
Academic Content Areas							
CSET English I	0	--	--	100%	1	--	--
CSET English II	0	--	--	100%	1	--	--
CSET English III	0	--	--	100%	1	--	--
CSET English IV	0	--	--	100%	1	--	--
CSET Math I	1	--	--	100%	2	--	--
CSET Math II	1	--	--	100%	2	--	--
CSET Math III	1	--	--	92%	1	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	99%	1	--	--
CSET Science II	1	--	--	99%	1	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Aggregate	5	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	2	--	--
CSET MSE II	24	24	100%	100%	2	--	--
CSET MSE III	24	24	100%	100%	2	--	--
Health Science S* (16)	1	--	--	100%	4	--	--
MSAT (0140 + 0151)	3	--	--	99%	5	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	29	29	100%	99%	11	11	100%
Summary Totals and Pass Rate	50	49	98%	98%	25	25	100%

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

Institution/Program: Notre Dame de Namur University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	36	36	100%	100%	61	61	100%
Aggregate	36	36	100%	100%	61	61	100%
Professional Knowledge/Pedagogy							
RICA	28	28	100%	99%	24	24	100%
Aggregate	28	28	100%	99%	24	24	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	2	--	--
Biology S* (04 + 05)	1	--	--	98%	2	--	--
English Praxis II	1	--	--	100%	2	--	--
English S* (01)	1	--	--	99%	2	--	--
Mandarin S* (19)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	5	--	--
Math S* (02)	0	--	--	98%	5	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	97%	1	--	--
Social Science S* (03)	0	--	--	99%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	89%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	93%	1	--	--
Aggregate	2	--	--	98%	12	12	100%
Other Content Areas							
Business S* (15)	0	--	--	100%	2	--	--
Health Science S* (16)	0	--	--	99%	1	--	--
Industrial + Tech Ed. S* (18)	0	--	--	95%	1	--	--
MSAT (0140 + 0151)	17	17	100%	100%	17	17	100%
Phys. Educ. Praxis Test II	1	--	--	99%	1	--	--
Physical Education S* (09)	1	--	--	99%	1	--	--
Aggregate	18	18	100%	99%	22	22	100%
Summary Totals and Pass Rate	36	36	100%	99%	61	61	100%

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

Institution/Program:	Notre Dame de Namur University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 School of Education and Human Services (FSEHS) at Nova Southeastern University (NSU) articulates the university's commitment to education in its mission statement, goals, and policies. FSEHS:
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 2004-2005

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 2004-2005

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 2004-2005 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	5	5
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	10	5	5

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	5	5
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	10	5	5

Institution/Program:	Nova Southeastern University

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	1 :1	5 :1	5 :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 2004-2005

	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 2004-2005

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

Institution/Program: Nova Southeastern University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	5	--	--	100%	5	--	--
Aggregate	5	--	--	100%	5	--	--
Professional Knowledge/Pedagogy							
RICA	5	--	--	98%	5	--	--
Aggregate	5	--	--	98%	5	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	2	--	--
CSET MSE II	5	--	--	100%	2	--	--
CSET MSE III	5	--	--	100%	2	--	--
MSAT (0140 + 0151)	0	--	--	99%	3	--	--
Aggregate	5	--	--	99%	5	--	--
Summary Totals and Pass Rate	5	--	--	98%	5	--	--

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

Institution/Program: Nova Southeastern University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	99%	0	--	--

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

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 2004-2005
(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 Preliminary Multiple Subject Program and a Preliminary Single Subject Program.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The factors that have contributed to the excellence of the Educational Leaders Program include:

1. The cohort group of less than thirty candidates provided the opportunity for each to receive individualized instruction from their college supervisors in the student teaching experience and close collaboration with peers in their coursework.
2. Consistent, ongoing program evaluation which included feedback from students, master teachers, program graduates who are now teaching, principals of graduates of the program and other community members.
3. Assessment through a portfolio format which requires demonstrated knowledge and application of the California Standards for the Teaching Profession.
4. Consistent, ongoing collaboration with local schools which has enabled us to develop a resource list of highly successful classroom teachers who serve as classroom supervisors for our student teachers.
5. Emphasis on group development with strategies that are modeled in all Education classes and practiced by the candidates in their student teaching experience.
6. Development of cross-cultural sensitivity and pedagogy that encourages inclusion in all planning and teaching.
7. A systems view of education is inherent in the coursework - enabling the candidates to begin teaching with an understanding of the factors which influence education and which affect their role as teachers from a global perspective of education.

Institution/Program: Occidental College

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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

Institution/Program: Occidental College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	10	10	
Single Subject Candidates	11	11	
Education Specialist Candidates			
Totals	21	21	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	10	10	0
Single Subject Candidates	11	11	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 2004-2005
(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	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	5 :1	:1	:1
Single Subject Programs	6 :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 2004-2005

	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 2004-2005

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

Institution/Program: Occidental College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	98%	0	--	--
Aggregate	10	10	100%	98%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Science I	1	--	--	99%	0	--	--
CSET Science II	1	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
CSET Spanish Subtest I	2	--	--	100%	0	--	--
CSET Spanish Subtest II	2	--	--	100%	0	--	--
CSET Spanish Subtest III	2	--	--	100%	0	--	--
Aggregate	10	9	90%	99%	0	--	--
Other Content Areas							
CSET MSE I	10	10	100%	100%	0	--	--
CSET MSE II	10	10	100%	100%	0	--	--
CSET MSE III	10	10	100%	100%	0	--	--
Health Science S* (16)	1	--	--	100%	0	--	--
Aggregate	11	11	100%	99%	0	--	--
Summary Totals and Pass Rate	22	21	95%	98%	0	--	--

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

Institution/Program: Occidental College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	7	--	--	99%	0	--	--
Aggregate	7	--	--	99%	0	--	--
Academic Content Areas							
English Praxis II	3	--	--	100%	0	--	--
English S* (01)	3	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	99%	0	--	--
Math S* (02)	2	--	--	98%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	6	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Summary Totals and Pass Rate	12	12	100%	99%	0	--	--

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

Institution/Program:	Occidental College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

"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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

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

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

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

Institution/Program:	Ontario-Montclair School District

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

Number of Supervising Teachers During 2004-2005
(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			
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	:1	:1	10 :1
Single Subject Programs	:1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program:	Ontario-Montclair School District

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: Ontario-Montclair School District

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	21	21	100%
Aggregate	0	--	--	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	21	21	100%
Aggregate	0	--	--	98%	21	21	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	8	--	--
CSET MSE II	0	--	--	100%	8	--	--
CSET MSE III	0	--	--	100%	8	--	--
Aggregate	0	--	--	99%	8	--	--
Summary Totals and Pass Rate	0	--	--	98%	21	21	100%

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

Institution/Program: Ontario-Montclair School District

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	22	22	100%
Aggregate	0	--	--	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	23	23	100%
Aggregate	0	--	--	99%	23	23	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	16	16	100%
Aggregate	0	--	--	99%	16	16	100%
Summary Totals and Pass Rate	0	--	--	99%	23	23	100%

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

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 2004-2005
(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 providing a peer coach and six release days over the two-year period to observe exemplary teaching.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The Orange County Department of Education District Intern Program strives to be a client-centered credential program. The coursework and supervision are specifically designed to blend theory and practice for the novice teacher while maintaining a professional standards-based curriculum. The program is small and can customize the support to meet the individual needs of our teacher clients. This includes adjusting the schedule to meet the demands of working teachers and flexing with deadlines that conflict with teaching duties such as parent conferences and year-round school cycles. Beyond the coursework offered, intern teachers attend intensive test preparation classes and tutorial reviews for the state-required examinations.

The faculty and staff provide a team approach for the support and education of each intern teacher. This support network, coordinated by the advisor, monitors the intern's academic and professional growth. The advisor works with the practicum supervisor, peer coach, school principal, and human resource administrator as a team. When needed, the team assembles to discuss the progress and challenges facing the intern teacher and facilitates any interventions and individualized response to the situation.

The program's faculty, which are all part-time employees, consists of a blend of practitioners, including National Board Certified Teachers, and university adjunct faculty. Current teachers and administrators provide the rich experiences of the current realities of the classroom and school with the professional practitioner perspective. The university adjunct faculty contributes the depth and breadth of the theoretical knowledge base and a research-oriented perspective.

Institution/Program: Orange County Consortium District Intern Program

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Orange County Consortium District Intern Program

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	12	12	100%
Aggregate	0	--	--	100%	12	12	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	12	12	100%
Aggregate	0	--	--	98%	12	12	100%
Other Content Areas							
CSET MSE I	0	--	--	100%	6	--	--
CSET MSE II	0	--	--	100%	6	--	--
CSET MSE III	0	--	--	100%	6	--	--
MSAT (0140 + 0151)	0	--	--	99%	6	--	--
Aggregate	0	--	--	99%	12	12	100%
Summary Totals and Pass Rate	0	--	--	98%	12	12	100%

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

Institution/Program: Orange County Consortium District Intern Program

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	17	17	100%
Aggregate	0	--	--	100%	17	17	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	17	17	100%
Aggregate	0	--	--	99%	17	17	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	17	17	100%
Aggregate	0	--	--	99%	17	17	100%
Summary Totals and Pass Rate	0	--	--	99%	17	17	100%

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

Institution/Program:	Orange County Consortium District Intern Program

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pacific Oaks College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Teacher Education Program is embedded within a college-wide context that values social justice, respect for diversity, and the uniqueness of each individual. The shared vision for Teacher Education is expressed in the Mission Statement:
The mission of the Teacher Education Program at Pacific Oaks College is to prepare professional educators who understand diversity, are grounded in human development, and value children.

We believe that
-awareness of diversity is integral to an educational process in which each individual is valued for their own identity, culture, language, and ability, and where discrimination against others is identified and challenged;
-teachers as well as students must be involved in meaningful learning experiences characterized by inquiry, reflection, and support; courses must model learning environments that take current knowledge about human development into account;
-to best serve children in public or private schools, teachers must learn to integrate constructivist approaches, effective standards-based instruction, and technology within a challenging and interesting curriculum.
Students in the Teacher Education Program are non-traditional mature learners who are balancing their academic pursuits with work and families. Many are from underrepresented ethnically and racially diverse communities.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

The Teacher Education Program has developed an Advisory Council to the Program. The Advisory Council, which meets twice each year, is made up of a small group of principals, district personnel, and higher education colleagues, to think with us about the program, how we can improve it and discuss where we will be the next 5-10 years.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	196	196	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	26	26	0
Totals	222	222	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	37	37	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	8	8	0
Totals	45	45	0

Institution/Program:	Pacific Oaks College

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7		
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	4		
Single Subject Programs	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7 :1	0 :1	0 :1
Single Subject Programs	0 :1	0 :1	0 :1
Education Specialist Programs	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 2004-2005

	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 2004-2005

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

Institution/Program: Pacific Oaks College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	33	33	100%	100%	1	--	--
Aggregate	33	33	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	32	32	100%	98%	1	--	--
Aggregate	32	32	100%	98%	1	--	--
Other Content Areas							
CSET MSE I	24	24	100%	100%	0	--	--
CSET MSE II	24	24	100%	100%	0	--	--
CSET MSE III	24	24	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	1	--	--
Aggregate	30	29	97%	99%	1	--	--
Summary Totals and Pass Rate	33	32	97%	98%	1	--	--

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

Institution/Program: Pacific Oaks College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	45	45	100%	100%	8	--	--
Aggregate	45	45	100%	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	45	45	100%	99%	8	--	--
Aggregate	45	45	100%	99%	8	--	--
Other Content Areas							
MSAT (0140 + 0151)	42	41	98%	100%	7	--	--
Aggregate	42	41	98%	99%	7	--	--
Summary Totals and Pass Rate	45	44	98%	99%	8	--	--

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

Institution/Program:	Pacific Oaks College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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.

*Skill in classroom teaching and management techniques as demonstrated by significant progress toward the

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

*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 attend the annual California Reading Association Convention.

*All multiple subject and single 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 two 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 different school cultures and grade levels before beginning full-time student teaching.

*Many students at PUC choose to take a year away from their coursework and serve as student missionaries abroad, usually in a teaching capacity. Some students choose to study abroad for a year to become fluent in a second language.

Institution/Program: Pacific Union College

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

*The Department increased the number of partnerships with K-12 public districts.

*A fifth cohort of multiple subject candidates, and a fourth 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."

*The College provided satellite administration courses to private school Seventh-day Adventist (SDA) principals needing SDA administrative certification.

*The Department reactivated it's Education Club which is totally student-led. This group was involved in a wide variety of activities designed to benefit community children, such as a Toy Drive for foster children at Christmas and a Kid's Day in spring. The group also sponsored other students needing assistance to attend a reading conference.

*The Department worked with its own faculty and the campus curriculum committee to design and get approved a new Master of Education degree which meets the requirements for the SB2042 professional clear credential.

*Two department faculty were involved in TPA training, and one became fully certified as a TPA Trainer.

*The department facilty was reorganized better utilize an overcrowded space and handle added faculty and staff.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	59	59	
Single Subject Candidates	36	36	
Education Specialist Candidates	0		
Totals	95	95	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates	12	12	
Education Specialist Candidates	0		
Totals	33	33	0

Institution/Program:	Pacific Union College

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

Number of Supervising Teachers During 2004-2005
(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	1		
In Non-Academic Positions without Rights and Responsibilities	12		
Single Subject Programs	8	0	0
In Academic Positions with Rights and Responsibilities	3		
In Non-Academic Positions without Rights and Responsibilities	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 2004-2005*

	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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	38	15	570
Single Subject Programs	38	15	570
Education Specialist Programs	n/a	n/a	

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: Pacific Union College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	34	34	100%	100%	0	--	--
Aggregate	34	34	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	19	18	95%	98%	0	--	--
Aggregate	19	18	95%	98%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Aggregate	3	--	--	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	7	--	--	100%	0	--	--
CSET MSE II	7	--	--	100%	0	--	--
CSET MSE III	7	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	99%	0	--	--
Aggregate	11	10	91%	99%	0	--	--
Summary Totals and Pass Rate	34	31	91%	98%	0	--	--

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

Institution/Program: Pacific Union College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide 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	12	12	100%	99%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Academic Content Areas							
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Summary Totals and Pass Rate	28	28	100%	99%	0	--	--

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

Institution/Program:	Pacific Union College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 eight majors and a strong biblical studies background. The mission of the university is to provide an excellent education on the undergraduate and graduate level, including: The Master of Arts in Education Program, the MBA and the newly instituted Liberal Studies/Multiple Subject Teaching Credential Undergraduate Program (integrated), designed for motivated and committed students from a broad diversity of ethnic, geographic, and socio-economic backgrounds.The institution also endeavors to inspire students to serve their communities and live as morally responsible individuals in their chosen field.In line with the broader Patten goals, and consistent with the guidelines and policies of both the CCTC and WASC, both 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 2004-2005

The Liberal Studies/Multiple Subject Teaching Credential Undergraduate(inte- grated),Multiple Subject and Single Subject credential programs,are specialized 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 TPEs,and continuing with valuable hands-on field experiences and supervised student teaching.

In keeping with the broader goals of the University, these programs seek to develop the ability to integrate educational theories and practices and attain high standards with emphasis on inner city teaching; Acquiring knowledge, skills, technology and best practices, crucial in delivering high quality instruction; maintaining sensitivity to students of different backgrounds,with differing special needs,promoting a classroom environment for a diverse student population,including english language learners;and providing challenging instruction to facilitate students' development; utilizing a variety of assessment strategies to evaluate students' growth and apply appropriate teaching interventions; Establishing between school, family, and community a climate of mutual respect.

The Patten University programs have received outstanding commendations, citing their support for student teachers, and described as exemplary by the CCTC Committee on Accreditation. Also noted was the outstanding collaboration with site administrators and School District personnel. Patten University's curricular and instructional planning skills and the academic level of teacher candidate work has been cited as excellent.

Institution/Program: Patten University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

Technology is an important facet of the Patten University campus experience with completion of the the 802.11b/g system for campus-wide wireless access to all of the data,on-line library and multi-media files. Students, staff, and faculty also now have access to a variety of multimedia equipment including digital still cameras,camcorders, along with both mounted and portable multi-media projectors on a reserve basis, provided in part by utilization of Partnership and Regional Intern 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 numerous workshops and outreach activities including SB 2042, NCLB, and Teacher Credentialing information programs for the public and private K-12 schools in the area,in collaboration with the Admissions Department.The Director and the Credential Analyst also assisted ACSI with development of their CCTC approved New Teacher Induction Program in collaboration with Sacramento County, assisting Private schools to retain quality credentialed teachers in their schools.

It should be noted that beyond the formal Student Teaching/Intern Practicum, candidates complete 100 hours in classrooms as part of the EDU 583 Course requirement. For Intern supervisors, partnership grant funds are utilized.

The Director and Credential Analyst have now been certified by the CCTC as TPA Assessors and Trainers for Task I and II. Teaching Performance Assessment (TPA) instructions and TPA Templates have now been placed on the web at www.patten.edu/courses and this site is student password protected to preserve the integrity of the templates.

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

www.patten.edu/AcademicPrograms_DE_TC.htm (program info)

Institution/Program: Patten University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	40	33	7
Single Subject Candidates	12	8	4
Education Specialist Candidates	0	0	0
Totals	52	41	11

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	28	21	7
Single Subject Candidates	12	8	4
Education Specialist Candidates	0	0	0
Totals	40	29	11

Institution/Program: Patten University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	3	2	0
In Academic Positions with Rights and Responsibilities	3	2	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	1	1	0
In Academic Positions with Rights and Responsibilities	1	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7:1 :1	3.5:1 :1	0 :1
Single Subject Programs	8:1 :1	4:1 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

Institution/Program:	Patten University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

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

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: Patten University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	20	20	100%	100%	1	--	--
Aggregate	20	20	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	19	19	100%	98%	1	--	--
Aggregate	19	19	100%	98%	1	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	1	--	--
CSET MSE II	15	15	100%	100%	1	--	--
CSET MSE III	15	15	100%	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Aggregate	16	16	100%	99%	1	--	--
Summary Totals and Pass Rate	22	22	100%	98%	1	--	--

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

Institution/Program: Patten University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	5	--	--	100%	8	--	--
Aggregate	5	--	--	100%	8	--	--
Professional Knowledge/Pedagogy							
RICA	5	--	--	99%	8	--	--
Aggregate	5	--	--	99%	8	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	7	--	--
Aggregate	5	--	--	99%	7	--	--
Summary Totals and Pass Rate	5	--	--	99%	8	--	--

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

Institution/Program:	Patten University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Pepperdine University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Pepperdine has enjoyed a long history of preparing teachers and other educational leaders for California and our nation's schools. Each member of the University faculty exemplifies Christian values in daily teaching. Pepperdine's Graduate School of Education and Psychology is an innovative learning community where faculty, staff, and students of diverse cultures and perspectives work collaboratively to foster academic excellence, social purpose, meaningful service, and personal fulfillment.

As a graduate school within a Christian university, GSEP endeavors to educate and motivate students to assume leadership roles in professions that improve and enrich the lives of individuals, families, and communities.

Pepperdine offers 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-edgrad/

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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-knit relationships with students and to demonstrate this model for student use in their own classrooms.

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 2004-2005

Pepperdine University launched the SB2042 Credential 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 continues to build an emerging network of Professional Development Schools to better prepare teachers to meet the needs of students in highly diverse schools in the Los Angeles 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	367	367	
Single Subject Candidates	185	185	
Education Specialist Candidates	0	0	
Totals	552	552	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	241	241	
Single Subject Candidates	117	117	
Education Specialist Candidates	0	0	
Totals	358	358	

Institution/Program:	Pepperdine University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	42		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	40		
Single Subject Programs	32		
In Academic Positions with Rights and Responsibilities	2		
In Non-Academic Positions without Rights and Responsibilities	30		
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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Pepperdine University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	294	294	100%	100%	0	--	--
Aggregate	294	294	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	203	203	100%	98%	0	--	--
Aggregate	203	203	100%	98%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	27	27	100%	100%	0	--	--
CSET English II	27	27	100%	100%	0	--	--
CSET English III	27	27	100%	100%	0	--	--
CSET English IV	27	27	100%	100%	0	--	--
CSET Math I	8	--	--	100%	0	--	--
CSET Math II	8	--	--	100%	0	--	--
CSET Math III	4	--	--	92%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	21	21	100%	100%	0	--	--
CSET Social Sci II	21	21	100%	100%	0	--	--
CSET Social Sci III	21	21	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	98%	0	--	--
Aggregate	67	67	100%	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	162	162	100%	100%	0	--	--
CSET MSE II	162	162	100%	100%	0	--	--
CSET MSE III	162	162	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	16	16	100%	99%	0	--	--
Phys. Educ. Praxis Test II	3	--	--	98%	0	--	--
Physical Education S* (09)	3	--	--	97%	0	--	--
Aggregate	184	184	100%	99%	0	--	--
Summary Totals and Pass Rate	294	294	100%	98%	0	--	--

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

Institution/Program: Pepperdine University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	243	243	100%	100%	0	--	--
Aggregate	243	243	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	203	203	100%	99%	0	--	--
Aggregate	203	203	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
English Praxis II	9	--	--	100%	0	--	--
English S* (01)	9	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	97%	0	--	--
Social Science S* (03)	6	--	--	99%	0	--	--
Aggregate	17	17	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	133	133	100%	100%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	99%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	135	135	100%	99%	0	--	--
Summary Totals and Pass Rate	243	243	100%	99%	0	--	--

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

Institution/Program:	Pepperdine University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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:

Point Loma;s School of Education offers 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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	144	122	22
Single Subject Candidates	134	83	51
Education Specialist Candidates	52	20	32
Totals	330	225	105

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	144	122	22
Single Subject Candidates	134	83	51
Education Specialist Candidates	52	20	32
Totals	330	225	105

Institution/Program:	Point Loma Nazarene University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	19	6	0
In Academic Positions with Rights and Responsibilities	2	0	
In Non-Academic Positions without Rights and Responsibilities	17	6	
Single Subject Programs	14	5	0
In Academic Positions with Rights and Responsibilities	1	0	
In Non-Academic Positions without Rights and Responsibilities	13	5	
Education Specialist Programs	3	7	0
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	2	6	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Point Loma Nazarene University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	221	221	100%	100%	104	104	100%
Aggregate	221	221	100%	100%	104	104	100%
Professional Knowledge/Pedagogy							
RICA	135	135	100%	98%	39	38	97%
Aggregate	135	135	100%	98%	39	38	97%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	94%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	6	--	--	100%	10	10	100%
CSET English II	6	--	--	100%	10	10	100%
CSET English III	6	--	--	100%	10	10	100%
CSET English IV	6	--	--	100%	10	10	100%
CSET Math I	2	--	--	100%	11	11	100%
CSET Math II	2	--	--	100%	11	11	100%
CSET Math III	1	--	--	92%	3	--	--
CSET Sci III Bio/Life	10	10	100%	100%	5	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Science I	9	--	--	99%	4	--	--
CSET Science II	9	--	--	99%	5	--	--
CSET Social Sci I	8	--	--	100%	2	--	--
CSET Social Sci II	8	--	--	100%	2	--	--
CSET Social Sci III	8	--	--	100%	2	--	--
English Praxis II	3	--	--	100%	1	--	--
English S* (01)	4	--	--	99%	1	--	--
Japanese S* (21)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	1	--	--
Aggregate	37	33	89%	99%	33	33	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	1	--	--
CSET MSE I	84	83	99%	100%	29	29	100%
CSET MSE II	84	83	99%	100%	30	28	93%
CSET MSE III	84	83	99%	100%	29	28	97%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	5	--	--	100%	6	--	--
Home Economics S* (17)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	20	17	85%	99%	7	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--

Aggregate	114	109	96%	99%	44	42	95%
Summary Totals and Pass Rate	223	214	96%	98%	105	102	97%

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

Institution/Program: Point Loma Nazarene University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	110	110	100%	100%	21	21	100%
Aggregate	110	110	100%	100%	21	21	100%
Professional Knowledge/Pedagogy							
RICA	75	75	100%	99%	12	12	100%
Aggregate	75	75	100%	99%	12	12	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	1	--	--
Biology S* (04 + 05)	2	--	--	98%	1	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	2	--	--
English S* (01)	5	--	--	99%	2	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	14	13	93%	98%	3	--	--
Other Content Areas							
Business S* (15)	2	--	--	100%	0	--	--
Health Science S* (16)	3	--	--	99%	0	--	--
MSAT (0140 + 0151)	25	25	100%	100%	8	--	--
Phys. Educ. Praxis Test II	0	--	--	99%	1	--	--
Physical Education S* (09)	0	--	--	99%	1	--	--
Aggregate	30	30	100%	99%	9	--	--
Summary Totals and Pass Rate	110	109	99%	99%	21	21	100%

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

Institution/Program:	Point Loma Nazarene University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Project IMPACT - San Joaquin County Office of Education-Teacher

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Project IMPACT is a district intern program sponsored by San Joaquin County Office of Education in partnership with over 50 school districts in and around San Joaquin County. School districts vary from single school rural districts to large unified urban districts. Participation ranges from one intern to more than 70 within a district. IMPACT provides training, concurrent with their teaching assignment, for multiple and single subject and education specialist teacher candidates.

The majority of teacher candidates within this program are recruited from the communities they serve and are often more mature than the typical college student. Many are changing careers to pursue teaching. Many candidates within the IMPACT program are interested in teaching in hard-to-staff schools including underperforming urban schools.

The goal of Project IMPACT is to support and train the best teachers for San Joaquin's classrooms. This is accomplished by attracting highly motivated, qualified candidates and providing them with intensive support which includes: being assigned to a cohort with whom they complete the program in support of each other; individualized coaching; and extensive coursework (over 300 hours). They are observed and coached by a supervisor (year 1=20 visits; year 2=10 visits). Additionally, they are supported by an on-site peer.

The interns complete their entire program with Project IMPACT. They complete the course work and apply for their preliminary credential; induction is completed in their last semester. They ultimately earn their clear California Professional Credential.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

Our Teacher Development Department is expanding opportunities for individuals interested in pursuing a teaching credential. The Paraprofessional Teacher Training Program is designed to provide assistance with tuition and books for teaching assistants/paraprofessionals. Grant support will be available for completing BA degrees as well as assistance with IMPACT District Intern Program tuition. This funding is only available to those individuals pursuing teaching credentials. In addition to providing funds for books and tuition, IMPACT also provides advisement and cohort support to participants.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	67		67
Single Subject Candidates	139		139
Education Specialist Candidates	80		80
Totals	286		286

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	67		67
Single Subject Candidates	139		139
Education Specialist Candidates	80		80
Totals	286		286

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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: Project IMPACT - San Joaquin County Office of Education-Teacher

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	84	84	100%
Aggregate	0	--	--	100%	84	84	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	41	39	95%
Aggregate	0	--	--	98%	41	39	95%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	2	--	--
Chemistry S* (04 + 06)	0	--	--	86%	2	--	--
CSET English I	0	--	--	100%	8	--	--
CSET English II	0	--	--	100%	8	--	--
CSET English III	0	--	--	100%	8	--	--
CSET English IV	0	--	--	100%	8	--	--
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	1	--	--
CSET Science II	0	--	--	99%	1	--	--
CSET Social Sci I	0	--	--	100%	3	--	--
CSET Social Sci II	0	--	--	100%	3	--	--
CSET Social Sci III	0	--	--	100%	3	--	--
English Praxis II	0	--	--	100%	7	--	--
English S* (01)	0	--	--	99%	7	--	--
French S* (11)	0	--	--	100%	1	--	--
French: Analysis Praxis II (0172)	0	--	--	100%	1	--	--
French: Skills Praxis II (0171)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	94%	1	--	--
Social Science S* (03)	0	--	--	97%	1	--	--
Aggregate	0	--	--	99%	29	29	100%
Other Content Areas							
Business S* (15)	0	--	--	97%	2	--	--
CSET MSE I	0	--	--	100%	18	18	100%
CSET MSE II	0	--	--	100%	18	18	100%
CSET MSE III	0	--	--	100%	18	18	100%
Home Economics S* (17)	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	0	--	--	99%	19	19	100%
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	0	--	--	99%	42	42	100%
Summary Totals and Pass Rate	0	--	--	98%	88	86	98%

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

Institution/Program:	Project IMPACT - San Joaquin County Office of Education-Teacher Development

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	48	48	100%
Aggregate	0	--	--	100%	48	48	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	31	31	100%
Aggregate	0	--	--	99%	31	31	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	100%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	98%	2	--	--
Biology S* (04 + 05)	0	--	--	98%	2	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	99%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	1	--	--
Math S* (02)	0	--	--	98%	1	--	--
Aggregate	0	--	--	98%	8	--	--
Other Content Areas							
Home Economics S* (17)	0	--	--	95%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	20	20	100%
Aggregate	0	--	--	99%	21	21	100%
Summary Totals and Pass Rate	0	--	--	99%	48	48	100%

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

Institution/Program:	Project IMPACT - San Joaquin County Office of Education-Teacher

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 a program in Sacramento County in 2004. In addition, Project Pipeline opened a new center in Concord in 2005 to serve its Special Education intern program. This new center also serves the Project Pipeline Concord general education program

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	15	0	15
Single Subject Candidates	219	0	219
Education Specialist Candidates	63	0	63
Totals	297	0	297

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15	0	15
Single Subject Candidates	219	0	219
Education Specialist Candidates	63	0	63
Totals	297	0	297

Institution/Program:	Project Pipeline

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0	0	1
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	1
Single Subject Programs	0	0	33
In Academic Positions with Rights and Responsibilities	0	0	4
In Non-Academic Positions without Rights and Responsibilities	0	0	29
Education Specialist Programs	0	0	26
In Academic Positions with Rights and Responsibilities	0	0	2
In Non-Academic Positions without Rights and Responsibilities	0	0	24

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	0 :1	0 :1	7 :1
Single Subject Programs	0 :1	0 :1	13 :1
Education Specialist Programs	0 :1	0 :1	5 :1

* *California teacher preparation programs do not typically have full-time 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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	2
Single Subject Programs	2
Education Specialist Programs	3

Institution/Program: Project Pipeline

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	95	95	100%
Aggregate	0	--	--	100%	95	95	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	20	20	100%
Aggregate	0	--	--	98%	20	20	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	3	--	--
Art S* (12)	0	--	--	97%	3	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	3	--	--
Biology S* (04 + 05)	0	--	--	100%	4	--	--
CSET English I	0	--	--	100%	7	--	--
CSET English II	0	--	--	100%	7	--	--
CSET English III	0	--	--	100%	7	--	--
CSET English IV	0	--	--	100%	7	--	--
CSET Math I	0	--	--	100%	8	--	--
CSET Math II	0	--	--	100%	8	--	--
CSET Math III	0	--	--	92%	5	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	3	--	--
CSET Sci III Earth/Planetary	0	--	--	100%	1	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Science I	0	--	--	99%	10	10	100%
CSET Science II	0	--	--	99%	10	10	100%
CSET Social Sci I	0	--	--	100%	4	--	--
CSET Social Sci II	0	--	--	100%	4	--	--
CSET Social Sci III	0	--	--	100%	4	--	--
English Praxis II	0	--	--	100%	5	--	--
English S* (01)	0	--	--	99%	5	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	6	--	--
Math S* (02)	0	--	--	100%	6	--	--
Music Praxis II (0111 + 0112)	0	--	--	96%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	49	49	100%
Other Content Areas							
Business S* (15)	0	--	--	97%	2	--	--
CSET MSE I	0	--	--	100%	6	--	--
CSET MSE II	0	--	--	100%	6	--	--
CSET MSE III	0	--	--	100%	6	--	--
MSAT (0140 + 0151)	0	--	--	99%	7	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	2	--	--
Physical Education S* (09)	0	--	--	97%	2	--	--
Aggregate	0	--	--	99%	17	17	100%
Summary Totals and Pass Rate	0	--	--	98%	95	95	100%

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

Institution/Program: Project Pipeline

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	51	51	100%
Aggregate	0	--	--	100%	51	51	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	27	27	100%
Aggregate	0	--	--	99%	27	27	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	3	--	--
Biology S* (04 + 05)	0	--	--	98%	3	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	100%	1	--	--
Chemistry S* (04 + 06)	0	--	--	100%	1	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	99%	4	--	--
Math Praxis II (0063 + 0064)	0	--	--	99%	2	--	--
Math S* (02)	0	--	--	98%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	0	--	--	97%	1	--	--
Social Science S* (03)	0	--	--	99%	1	--	--
Aggregate	0	--	--	98%	11	11	100%
Other Content Areas							
Home Economics S* (17)	0	--	--	95%	1	--	--
MSAT (0140 + 0151)	0	--	--	100%	18	18	100%
Aggregate	0	--	--	99%	19	19	100%
Summary Totals and Pass Rate	0	--	--	99%	51	51	100%

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

Institution/Program:	Project Pipeline

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	180	180	0
Single Subject Candidates	105	105	0
Education Specialist Candidates	65	65	
Totals	350	350	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	76	76	0
Single Subject Candidates	46	46	0
Education Specialist Candidates	25	25	0
Totals	147	147	0

Institution/Program:	Saint Mary's College of California

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	33	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	31	0	0
Single Subject Programs	25	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	23	0	0
Education Specialist Programs	10	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Saint Mary's College of California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	129	129	100%	100%	0	--	--
Aggregate	129	129	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	88	85	97%	98%	0	--	--
Aggregate	88	85	97%	98%	0	--	--
Academic Content Areas							
CSET English I	8	--	--	100%	0	--	--
CSET English II	8	--	--	100%	0	--	--
CSET English III	8	--	--	100%	0	--	--
CSET English IV	8	--	--	100%	0	--	--
CSET Math I	4	--	--	100%	0	--	--
CSET Math II	4	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	72	72	100%	100%	0	--	--
CSET MSE II	72	72	100%	100%	0	--	--
CSET MSE III	72	72	100%	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	97%	0	--	--
CSET Physical Education Subtest II	2	--	--	97%	0	--	--
CSET Physical Education Subtest III	2	--	--	97%	0	--	--
Health Science S* (16)	6	--	--	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	98%	0	--	--
Physical Education S* (09)	4	--	--	97%	0	--	--
Aggregate	88	88	100%	99%	0	--	--
Summary Totals and Pass Rate	129	126	98%	98%	0	--	--

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

Institution/Program: Saint Mary's College of California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	127	127	100%	100%	0	--	--
Aggregate	127	127	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	89	89	100%	99%	0	--	--
Aggregate	89	89	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Biology S* (04 + 05)	4	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	5	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	6	--	--	97%	0	--	--
Social Science S* (03)	6	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	21	21	100%	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
Health Science S* (16)	2	--	--	99%	0	--	--
MSAT (0140 + 0151)	60	60	100%	100%	0	--	--
Phys. Educ. Praxis Test II	4	--	--	99%	0	--	--
Physical Education S* (09)	4	--	--	99%	0	--	--
Aggregate	67	67	100%	99%	0	--	--
Summary Totals and Pass Rate	127	127	100%	99%	0	--	--

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

Institution/Program:	Saint Mary's College of California

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego Christian College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The purpose of the Department of Education is to provide courses which lead to California State Multiple and Single Subject Teaching Credentials, Association of Christian Schools International Teaching Certificates, and TESOL Certificates.

The overriding goal of the Department is to nurture and develop highly qualified Christian teachers who have an appropriate subject-matter foundation upon which has been built an understanding of student behavior, competence in teaching abilities, the ability to develop and encourage critical judgment and creativity, and a commitment to high ethical standards.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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) and Teaching Performance Expectations (TPEs)

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: San Diego Christian College

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

The option of obtaining a TESOL Certificate was added to the program in 2005. This Certificate requires a total of five courses, two of which are part of the Teacher Credential Program.

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

www.sdcc.edu/admissions/content2.asp?id=44

Institution/Program: San Diego Christian College

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	75	75	
Single Subject Candidates	18	18	
Education Specialist Candidates			
Totals	93	93	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	21	21	
Single Subject Candidates	9	9	
Education Specialist Candidates			
Totals	30	30	

Institution/Program:	San Diego Christian College

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	3		
Single Subject Programs	3		
In Academic Positions with Rights and Responsibilities	1		
In Non-Academic Positions without Rights and Responsibilities	2		
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	21 :1	:1	:1
Single Subject Programs	9 :1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program:	San Diego Christian College

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	16	480
Single Subject Programs	20	18	360
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: San Diego Christian College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	22	22	100%	100%	0	--	--
Aggregate	22	22	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	16	16	100%	98%	0	--	--
Aggregate	16	16	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	16	16	100%	100%	0	--	--
CSET MSE II	16	16	100%	100%	0	--	--
CSET MSE III	16	16	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	18	18	100%	99%	0	--	--
Summary Totals and Pass Rate	22	22	100%	98%	0	--	--

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

Institution/Program: San Diego Christian College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	45	45	100%	100%	0	--	--
Aggregate	45	45	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	38	38	100%	99%	0	--	--
Aggregate	38	38	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	5	--	--	99%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	28	28	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	29	29	100%	99%	0	--	--
Summary Totals and Pass Rate	45	45	100%	99%	0	--	--

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

Institution/Program:	San Diego Christian College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 (62.6%) in San Diego County schools; 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% of students are identified as needing special education services. In the Imperial Valley, 90.7% of the P-12 student population are students of color with the majority (86%) identifying as Hispanic. Some 45.3% are English learners, 66.7% qualify for free or reduced lunch, and 8.1% 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 2004-2005

San Diego State's programs reflect the major goal of development and implementation of partnerships with the field of practice, including P-12 schools, thereby contributing to excellence and effectiveness. General and bilingual credential programs implement a cohort model, often in field-based settings, integrating the collaboration of university, P-12 teachers and administrators. Programs collaborate with districts in training of Cooperating Teachers, and in some cases hire school site-personnel as university student teacher supervisors. Special education programs collaborate with multiple districts in Imperial and San Diego counties to address wide-spread shortages of personnel trained to provide services to children and youth with disabilities. All programs require a minimum of two semesters of field experience in culturally, linguistically, and economically diverse schools. The City Heights Collaborative is one example of a comprehensive, strategic partnership among the university, school district, and community addresses the academic achievement in a low-income, ethnically and linguistically diverse urban neighborhood. SDSU manages the Collaborative's elementary, middle, and high school, where pre-service teacher preparation, graduate education, and research are integrated to raise student performance on standardized tests. SDSU provides leadership to a system-wide partnership with Queretaro, Mexico, as well as with San Diego and Imperial County school districts, to prepare bilingual education teachers through course work and field experiences in Mexico and California.

Institution/Program: San Diego State University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 received approval for implementation if Fall 2006. A new dual bilingual/special education program has been proposed. 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	661	639	22
Single Subject Candidates	485	428	57
Education Specialist Candidates	169	127	42
Totals	1,315	1,194	121

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	440	430	10
Single Subject Candidates	288	263	25
Education Specialist Candidates	87	62	25
Totals	815	755	60

Institution/Program:	San Diego State University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	57	5	
In Academic Positions with Rights and Responsibilities	11	0	
In Non-Academic Positions without Rights and Responsibilities	46	5	
Single Subject Programs	35	10	
In Academic Positions with Rights and Responsibilities	7	1	
In Non-Academic Positions without Rights and Responsibilities	28	9	
Education Specialist Programs	19	8	
In Academic Positions with Rights and Responsibilities	2	0	
In Non-Academic Positions without Rights and Responsibilities	17	8	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	36 :1	36 :1	:1
Single Subject Programs	36 :1	36 :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 2004-2005

	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 2004-2005

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

Institution/Program: San Diego State University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	593	593	100%	100%	101	101	100%
Aggregate	593	593	100%	100%	101	101	100%
Professional Knowledge/Pedagogy							
RICA	384	383	100%	98%	62	62	100%
Aggregate	384	383	100%	98%	62	62	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	3	--	--
Art S* (12)	0	--	--	97%	3	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	1	--	--
Biology S* (04 + 05)	1	--	--	100%	1	--	--
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	9	--	--	100%	5	--	--
CSET English II	9	--	--	100%	5	--	--
CSET English III	9	--	--	100%	5	--	--
CSET English IV	9	--	--	100%	5	--	--
CSET Math I	7	--	--	100%	0	--	--
CSET Math II	7	--	--	100%	0	--	--
CSET Math III	3	--	--	92%	0	--	--
CSET Sci III Bio/Life	17	17	100%	100%	0	--	--
CSET Sci III Chemistry	3	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	2	--	--
CSET Sci III Physics	3	--	--	100%	0	--	--
CSET Science I	23	23	100%	99%	2	--	--
CSET Science II	23	23	100%	99%	2	--	--
CSET Social Sci I	19	19	100%	100%	3	--	--
CSET Social Sci II	19	19	100%	100%	3	--	--
CSET Social Sci III	19	19	100%	100%	3	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
German S* (20)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	1	--	--
Math S* (02)	1	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	0	--	--
Social Science S* (03)	3	--	--	97%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	67	67	100%	99%	18	18	100%
Other Content Areas							
CSET MSE I	256	256	100%	100%	34	34	100%
CSET MSE II	255	255	100%	100%	34	34	100%
CSET MSE III	257	257	100%	100%	34	34	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	25	25	100%	99%	5	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--

Physical Education S* (09)	2	--	--	97%	0	--	--
Aggregate	284	284	100%	99%	40	40	100%
Summary Totals and Pass Rate	595	594	100%	98%	101	101	100%

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

Institution/Program: San Diego State University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	669	669	100%	100%	86	86	100%
Aggregate	669	669	100%	100%	86	86	100%
Professional Knowledge/Pedagogy							
RICA	437	434	99%	99%	72	72	100%
Aggregate	437	434	99%	99%	72	72	100%
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	100%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
English Praxis II	25	25	100%	100%	1	--	--
English S* (01)	25	25	100%	99%	1	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience Praxis II (0433)	3	--	--	100%	0	--	--
Geoscience S* (04 + 07)	4	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	3	--	--	100%	0	--	--
Music S* (13)	3	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	19	19	100%	97%	2	--	--
Social Science S* (03)	20	20	100%	99%	2	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	60	60	100%	98%	4	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	164	164	100%	100%	28	28	100%
Phys. Educ. Praxis Test II	6	--	--	99%	0	--	--
Physical Education S* (09)	6	--	--	99%	0	--	--
Aggregate	172	172	100%	99%	28	28	100%
Summary Totals and Pass Rate	669	666	100%	99%	86	86	100%

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

Institution/Program:	San Diego State University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: San Diego Unified School District

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of the San Diego City Schools Teaching Fellows Program is to improve student achievement by preparing and supporting aspiring teachers in a rigorous and reflective program. Our goal is to select and train the most highly qualified teacher candidates who will serve as an elite corps of teacher models and leaders in San Diego City Schools' educational reform movement.

The General Education Teacher Intern Program has been authorized to prepare elementary (K-6, bilingual) teachers and secondary (English, mathematics, science and music) teachers. Candidates admitted to the program complete a two-year professional development plan in conjunction with their teaching assignment. Interns work for the district under an intern credential and receive beginning teacher salary as well as full benefits. Upon successful completion of the program, elementary candidates are recommended for a Preliminary California Multiple Subjects Credential with BCLAD emphasis. Secondary candidates are recommended for a Preliminary Single Subject California Teaching Credential for English, science, mathematics, or music.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

Interns enter the program as a cohort and remain together for five semesters. This cohort meets weekly throughout the two years of their internship. Upon entering the program, interns participate in a minimum of 120 hours of pre-service where they receive instruction and are given an opportunity to observe classes and deliver some lessons prior to their teaching assignment. Once in the classroom, interns are assigned a support provider to assist and coach them on a weekly basis. Support providers are full-time classroom teachers that have been released from the classroom for this specific assignment. The ratio of support providers to interns is 1:5 for first-year interns and 1:8 for second-year interns. In addition to the classroom support, interns receive support for instruction through coursework which is provided by program instructors. Weekly seminar provides additional support for interns to problem solve and address questions and concerns. The program manager and support providers work as a team with site administrators to help ensure interns have effective and successful teaching experiences.

Institution/Program: San Diego Unified School District

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

- Participation in the Performance Assessment for California Teachers (PACT) pilot program of both formative and summative assessment.
- A more rigorous intern-selection process.
- Expansion of recruitment.

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

Institution/Program: San Diego Unified School District

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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 2004-2005

	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 Unified School District

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	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 Unified School District

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs			preservice 120
Single Subject Programs			120
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: San Diego Unified School District

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	18	18	100%
Aggregate	0	--	--	100%	18	18	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	98%	12	12	100%
Aggregate	0	--	--	98%	12	12	100%
Academic Content Areas							
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
Physics Praxis II (0262 + 0433)	0	--	--	100%	1	--	--
Physics S* (04 + 08)	0	--	--	100%	1	--	--
Aggregate	0	--	--	99%	3	--	--
Other Content Areas							
CSET MSE I	0	--	--	100%	2	--	--
CSET MSE II	0	--	--	100%	2	--	--
CSET MSE III	0	--	--	100%	2	--	--
MSAT (0140 + 0151)	0	--	--	99%	5	--	--
Aggregate	0	--	--	99%	7	--	--
Summary Totals and Pass Rate	0	--	--	98%	18	18	100%

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

Institution/Program: San Diego Unified School District

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	31	31	100%
Aggregate	0	--	--	100%	31	31	100%
Professional Knowledge/Pedagogy							
RICA	0	--	--	99%	31	31	100%
Aggregate	0	--	--	99%	31	31	100%
Other Content Areas							
MSAT (0140 + 0151)	0	--	--	100%	20	20	100%
Aggregate	0	--	--	99%	20	20	100%
Summary Totals and Pass Rate	0	--	--	99%	31	31	100%

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

Institution/Program:	San Diego Unified School District

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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:

San Francisco State University's College of Education provides academic programs for students interested in pursing a Multiple, Single Subject, and/or Educational Specialists teaching credential, as well as those seeking advanced degrees (MA Ed, PhD's and or EdD's). Candidates are provided with the knowledge and skills needed to work in urban, suburban and rural school environments and/or community based settings. The College of Education seeks to prepare reflective and innovative professionals and practitioners who understand the need for educating children and adults to live and work in an equitable and just society. Particular focus is placed on helping candidates understand how language and culture, shape our thinking, learning and action within the classroom, as well as within society.

The College of Education is committed to collaborating with local school districts, communities, and university programs to ensure that all candidates learn how to bridge the knowlede and skills gained in their undergraduate degree programs with pedagogy, research and practice. All candidates are offered courses and given opportunities to participate in symposia, workshops and brown bag discussions aimed at increasing their understanding of issues that impact the lives of children, families and communities with whom they will be teaching or serving. The College of Education faculty and staff serve on school district and community organization committees in order to gain a greater appreciation of the needs of the schools and communities that the university serves. Moreover, the College continues to work with public and private schools, and organizations to develop programs to serve the needs of its candidates and community.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

SFSU COE promotes academic and professional excellence, and equity and social justice in its curriucula and programs. Faculty, administration and students are encouraged to engage in research, professional associations, and activities at the local, state and national levels that reflect these ideals.
Through grants and foundations, scholarships and stipends are awarded to students and faculty so that they can pursue their academic and professional goals. Information about scholarships and and other opprtunities are provided through the COE's Associate Dean for Graduate Studies, Research and Development and the Teacher Preparation/Credential Services and Data Management Offices. The College recognizes students, as well as alumni during an annual luncheon, and faculty at the annual COE Faculty meeting.
In addition to offering credentials, internships, an M.A. in education, and a joint doctoral degree in Special Education for over 20 years; an M.A in Equity and Social Justice, and a joint doctoral degree in Educational Leadership are now offered. Along with the College of Humanities and International Programs, the COE established the Confucious Institute to increase teacher training in Chinese culture and Mandarin; the COE manages the California Department of Education's Learning Resource Display Center # 7 (K-8 texbook adoption series); coordinates the America Reads Project; jointly sponsors the Project Spera Conference (to raise public and international awareness among youth); and offers courses and programs for diverse high school students through the Step to College and June Jordan HS for Equity. These services and opportunities contribute to the professional and academic development of facutly and students.

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 2004-2005

The College of Education is committed to program excellence and quality control. To that end the College continues to seek out ways to enhance its curriculum and programs. Faculty and administration continue to work on developing and implementing assessment systems aimed at evaluating and improving program and curriculum quality. The College joined the Performance Assessment for California Teachers Consortium and is developing and implementing this system within its teacher credential programs. In addition to this, faculty in secondary education developed and implemented an electronic portfolio using the Teaching Performance Expectations.

The College of Education continues to survey graduates and credential students. Survey data is used by elementary, secondary and special education programs to determine what, if any, program changes are needed. Faculty in Elementary, Secondary and Educational Specialist programs continue to review and develop alternative models for supervision. They are currently working with school district personnel on ways to provide supervision for students and support to those providing supervision for teacher candidates; as well as, collaborating with school districts on internship partnerships and induction plans.

Based on data collected over the last three years by the California State University Chancellor's office Teacher Effectiveness survey, the College has gathered data on areas that need improvement and om those are working well for student candidates. An external evaluation of the single subject program was initiated and completed; and an external evaluation of the multiple subject program is being developed.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	362	328	34
Single Subject Candidates	176	140	36
Education Specialist Candidates	12	4	8
Totals	550	472	78

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	283	269	14
Single Subject Candidates	157	137	20
Education Specialist Candidates	12	4	8
Totals	452	410	42

Institution/Program:	San Francisco State University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	20	2	0
In Academic Positions with Rights and Responsibilities	6	2	0
In Non-Academic Positions without Rights and Responsibilities	14	0	0
Single Subject Programs	10	2	0
In Academic Positions with Rights and Responsibilities	6	2	0
In Non-Academic Positions without Rights and Responsibilities	4	0	0
Education Specialist Programs	25	7	0
In Academic Positions with Rights and Responsibilities	14	3	0
In Non-Academic Positions without Rights and Responsibilities	11	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	20 :1	0 :1
Single Subject Programs	3 :1	20 :1	0 :1
Education Specialist Programs	2 :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:	San Francisco State University

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	27	22	450
Single Subject Programs	20	15	300
Education Specialist Programs	12	15	300

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: San Francisco State University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	502	502	100%	100%	7	--	--
Aggregate	502	502	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	317	314	99%	98%	4	--	--
Aggregate	317	314	99%	98%	4	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Biology Praxis II (0233 + 0433)	1	--	--	94%	0	--	--
Biology S* (04 + 05)	1	--	--	100%	0	--	--
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	17	17	100%	100%	0	--	--
CSET MSE II	17	17	100%	100%	0	--	--
CSET MSE III	17	17	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	99%	0	--	--
Aggregate	22	22	100%	99%	0	--	--
Summary Totals and Pass Rate	504	501	99%	98%	7	--	--

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

Institution/Program: San Francisco State University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	500	498	100%	100%	46	46	100%
Aggregate	500	498	100%	100%	46	46	100%
Professional Knowledge/Pedagogy							
RICA	337	335	99%	99%	36	36	100%
Aggregate	337	335	99%	99%	36	36	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	1	--	--
Chemistry S* (04 + 06)	3	--	--	100%	1	--	--
CSET Math I	2	--	--	80%	0	--	--
CSET Math II	2	--	--	80%	0	--	--
CSET Math III	2	--	--	33%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	11	11	100%	100%	3	--	--
English S* (01)	10	10	100%	99%	3	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience Praxis II (0433)	2	--	--	100%	0	--	--
Geoscience S* (04 + 07)	2	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Mandarin S* (19)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	11	10	91%	99%	0	--	--
Math S* (02)	12	11	92%	98%	0	--	--
Physics Praxis II (0262 + 0433)	2	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	16	12	75%	97%	2	--	--
Social Science S* (03)	17	16	94%	99%	2	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	57	48	84%	98%	6	--	--
Other Content Areas							
Business S* (15)	3	--	--	100%	1	--	--
CSET MSE I	3	--	--	84%	0	--	--
CSET MSE II	3	--	--	77%	0	--	--
CSET MSE III	3	--	--	87%	0	--	--
Health Science S* (16)	1	--	--	99%	0	--	--

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

Institution/Program:	San Francisco State University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

Here are a few changes that will improve our program excellence and effectiveness. Two very important agreements for teaching credential candidates, one a campus wide agreement on subject matter preparation and the other Community College transfer agreements. Both will insure that students receive accurate information and are able to streamline their pathway through the coursework. Improvements in the follow-up data from teaching credential graduates and their supervising employers have been achieved. Future results will be enhanced by an increase in response rate and the foramtion of composite data. The feedback will enable us to better evaluate our curriculum. Two potential decisions, one on electronic portfolios and the other on the establishment of a University Center for Teacher Education will improve exit evaluations and improve the recruitment of potential teachers.

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

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	1,070	951	119
Single Subject Candidates	410	383	27
Education Specialist Candidates	921	881	40
Totals	2,401	2,215	186

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	372	253	119
Single Subject Candidates	281	254	27
Education Specialist Candidates	77	37	40
Totals	730	544	186

Institution/Program:	San Jose State University

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

Number of Supervising Teachers During 2004-2005
(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	0	0	0
Single Subject Programs	39	12	0
In Academic Positions with Rights and Responsibilities	20	8	0
In Non-Academic Positions without Rights and Responsibilities	19	4	0
Education Specialist Programs	9	2	0
In Academic Positions with Rights and Responsibilities	9	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: San Jose State University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	438	438	100%	100%	99	99	100%
Aggregate	438	438	100%	100%	99	99	100%
Professional Knowledge/Pedagogy							
RICA	280	277	99%	98%	79	77	97%
Aggregate	280	277	99%	98%	79	77	97%
Academic Content Areas							
CSET English I	4	--	--	100%	1	--	--
CSET English II	4	--	--	100%	1	--	--
CSET English III	4	--	--	100%	1	--	--
CSET English IV	4	--	--	100%	1	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	6	--	--	92%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	1	--	--
CSET Sci III Chemistry	3	--	--	100%	1	--	--
CSET Sci III Physics	3	--	--	100%	1	--	--
CSET Science I	10	10	100%	99%	3	--	--
CSET Science II	10	10	100%	99%	3	--	--
CSET Social Sci I	7	--	--	100%	0	--	--
CSET Social Sci II	7	--	--	100%	0	--	--
CSET Social Sci III	7	--	--	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
French S* (11)	2	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	2	--	--	100%	0	--	--
French: Skills Praxis II (0171)	2	--	--	100%	0	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	6	--	--	100%	0	--	--
Math S* (02)	6	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	2	--	--	96%	0	--	--
Music S* (13)	2	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	94%	0	--	--
Social Science S* (03)	3	--	--	97%	0	--	--
Spanish S* (10)	4	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	4	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	98%	0	--	--
Aggregate	46	43	93%	99%	5	--	--
Other Content Areas							
CSET MSE I	217	217	100%	100%	46	46	100%
CSET MSE II	217	217	100%	100%	46	46	100%
CSET MSE III	217	217	100%	100%	46	46	100%
Health Science S* (16)	1	--	--	100%	5	--	--
MSAT (0140 + 0151)	31	31	100%	99%	13	13	100%
Phys. Educ. Praxis Test II	1	--	--	98%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	250	250	100%	99%	64	64	100%
Summary Totals and Pass Rate	439	433	99%	98%	100	98	98%

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

Institution/Program: San Jose State University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	384	384	100%	100%	56	56	100%
Aggregate	384	384	100%	100%	56	56	100%
Professional Knowledge/Pedagogy							
RICA	277	273	99%	99%	43	43	100%
Aggregate	277	273	99%	99%	43	43	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Biology S* (04 + 05)	9	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	1	--	--	75%	0	--	--
CSET Science I	1	--	--	100%	0	--	--
CSET Science II	1	--	--	100%	0	--	--
English Praxis II	8	--	--	100%	0	--	--
English S* (01)	8	--	--	99%	0	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	25	24	96%	98%	1	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Industrial + Tech Ed. S* (18)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	168	168	100%	100%	25	25	100%
Phys. Educ. Praxis Test II	2	--	--	99%	0	--	--
Physical Education S* (09)	2	--	--	99%	0	--	--
Aggregate	172	172	100%	99%	25	25	100%
Summary Totals and Pass Rate	384	379	99%	99%	56	56	100%

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

Institution/Program:	San Jose State University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Santa Clara University

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Clara University is a Jesuit institution that makes student learning its central focus. Student learning takes place in an environment that integrates rigorous inquiry and scholarship, creative imagination, reflective engagement with society, and a commitment to fashioning a more human and just world.

The aim of the Teacher Education Program at Santa Clara University is to prepare highly competent educators who understand issues in education and are motivated by their conscience and compassion to make sure that all individuals—regardless of culture, ethnicity, socioeconomic status, gender, or ability—receive a quality education that provides the foundation for a satisfying and productive life. The department plays an important role in advancing the mission of the University and takes seriously the Jesuit commitment to excellence, a reality base, and critical reflection leading to action and social justice.

The Department of Education prepares individuals for careers in both public and private education. The department offers teacher credential programs for single-subject and multiple-subject teaching under the 2042 teacher program standards, mild/moderate specialists, early childhood special educators, reading language arts specialists and administrative services.

The department seeks to attract students that represent a wide range of ethnic and social diversity. Graduates of the teacher preparation program are sensitive to all forms of diversity and develop learning environments where students can grow in knowledge, imaginations, compassion, competence, social responsibility and self-esteem.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

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 faculty.

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Santa Clara University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	62	62	100%	100%	22	22	100%
Aggregate	62	62	100%	100%	22	22	100%
Professional Knowledge/Pedagogy							
RICA	43	43	100%	98%	13	13	100%
Aggregate	43	43	100%	98%	13	13	100%
Academic Content Areas							
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	3	--	--	99%	1	--	--
CSET Science II	3	--	--	99%	1	--	--
CSET Social Sci I	5	--	--	100%	2	--	--
CSET Social Sci II	5	--	--	100%	2	--	--
CSET Social Sci III	5	--	--	100%	2	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Aggregate	14	14	100%	99%	5	--	--
Other Content Areas							
Business S* (15)	0	--	--	97%	1	--	--
CSET MSE I	42	42	100%	100%	8	--	--
CSET MSE II	42	42	100%	100%	8	--	--
CSET MSE III	42	42	100%	100%	8	--	--
Health Science S* (16)	0	--	--	100%	2	--	--
Industrial + Tech Ed. S* (18)	0	--	--	93%	2	--	--
MSAT (0140 + 0151)	0	--	--	99%	2	--	--
Aggregate	42	42	100%	99%	15	15	100%
Summary Totals and Pass Rate	62	62	100%	98%	22	22	100%

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

Institution/Program: Santa Clara University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	51	51	100%	100%	28	28	100%
Aggregate	51	51	100%	100%	28	28	100%
Professional Knowledge/Pedagogy							
RICA	40	38	95%	99%	21	21	100%
Aggregate	40	38	95%	99%	21	21	100%
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	99%	3	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	2	--	--
Math S* (02)	3	--	--	98%	2	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	6	--	--	98%	5	--	--
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	22	22	100%	100%	9	--	--
Aggregate	23	22	96%	99%	9	--	--
Summary Totals and Pass Rate	51	49	96%	99%	28	28	100%

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

Institution/Program:	Santa Clara University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 School of Education 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 2004-2005

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, content 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 officers from the police department. Candidates serve at-risk and multicultural students.

Another unique feature is weekly visits by the student teaching supervisor during the fulltime semester-long student teaching. Candidates appreciate the ongoing support that connects their coursework knowledge to practice.

Master teachers participate in a cognitive coaching course to develop mentoring skills for guiding their student teachers.

Candidates are served by a full time credential analyst who guides them through their credentialing process.

The education faculty, adjunct faculty, supervisors and staff work as a team to closely support developing new educators.

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 2004-2005

Simpson University's School of Education has launched CSET Test preparation modules to prepare multiple subjects teachers for the CSET test. Candidates complete the online modules of study in each subject area and receive feedback on their constructed responses.

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

http://www.simpsonuniversity.edu/academics/index_876.htm

Institution/Program: Simpson University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	139	139	0
Single Subject Candidates	43	43	0
Education Specialist Candidates	0	0	0
Totals	182	182	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	67	67	0
Single Subject Candidates	34	34	0
Education Specialist Candidates	0	0	0
Totals	101	101	0

Institution/Program:	Simpson University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	21	0	0
In Academic Positions with Rights and Responsibilities	6	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Single Subject Programs	15	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	12	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Simpson University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	103	103	100%	100%	0	--	--
Aggregate	103	103	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	74	74	100%	98%	0	--	--
Aggregate	74	74	100%	98%	0	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Music Subtest I	2	--	--	100%	0	--	--
CSET Music Subtest II	2	--	--	100%	0	--	--
CSET Music Subtest III	2	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	5	--	--	99%	0	--	--
CSET Science II	5	--	--	99%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	100%	0	--	--
CSET Social Sci III	1	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	97%	0	--	--
CSET MSE I	69	69	100%	100%	0	--	--
CSET MSE II	69	69	100%	100%	0	--	--
CSET MSE III	69	69	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	99%	0	--	--
Aggregate	75	75	100%	99%	0	--	--
Summary Totals and Pass Rate	103	103	100%	98%	0	--	--

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

Institution/Program: Simpson University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	72	72	100%	100%	0	--	--
Aggregate	72	72	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	58	58	100%	99%	0	--	--
Aggregate	58	58	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	0	--	--
Social Science S* (03)	2	--	--	99%	0	--	--
Aggregate	4	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	41	41	100%	100%	0	--	--
Aggregate	42	42	100%	99%	0	--	--
Summary Totals and Pass Rate	72	72	100%	99%	0	--	--

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

Institution/Program:	Simpson University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 7749 students including 615 credential and graduate students in the School of Education. The liberal arts provide a foundation for the preparation of future educators who are well grounded in their disciplinary content and pedagogical knowledge, and who continuously use inquiry and reflection to improve their practice. There were 24 full-time faculty in the School of Education during the period indicated. There were also two Educators-in-Residence for the year.

SSU recommended 715 students for credentials of all types. Our graduates hold positions in rural, urban, and suburban school districts in six counties in northern California. In all of our Credential Programs candidates receive special preparation in teaching English language learners and students from diverse cultural backgrounds. SSU offers advanced credentials in Administrative Services and Pupil Personnel Services, and resource specialist credentials in Reading, Special Education, and Adapted Physical Education. The Master's Degree includes: Curriculum, Teaching, and Learning; Early Childhood Education; Educational Leadership; Reading; and Special Education. SSU offers integrated/blended subject matter/credential programs that allow a student to complete courses and field experiences in General Education, their major, and a basic teaching credential in four years.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The majority of Preliminary Level I Education Specialist Credential candidates are Interns, working as special education teachers on Intern Credentials. They are grouped into cohorts which proceed through the program together with an Intern Seminar Faculty Leader. The cohorts make extensive use of technologies to enrich their face to face meetings and seminars.

The Multiple Subjects Credential Program includes rigorous academic coursework, a partnership model for student teaching, and an integrated assessment system that is based in a digital portfolio process. At the Collaborations for the Renewal of Education (CORE) sites, a university professor works on site one day a week as part of the learning community of beginning credential candidates, student teachers, classroom teachers, administrators, and K-6 pupils.

The Single Subject Credential Program ensures candidates can critically apply their course-based learning in middle and high school classrooms. Before Single Subject candidates can advance to student teaching, they must present their portfolios to a team of university faculty and middle school and high school educators.

Multiple Assessments. Each credential program has a carefully articulated curriculum and multiple assessments, aligned with the California Standards for the Teaching Profession and NCATE standards.

Institution/Program:	Sonoma State University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

1. Following its submission of a comprehensive standards-based self-study and hosting a site team visit in Spring 2005, the School of Education was awarded its first NCATE accreditation in Fall 2005 and the renewal of accreditation and program approvals by the California Commission on Teacher Credentialing.

2. The joint doctoral program, Ed.D. in Education Leadership, admitted its first cohort of 22 students in August of 2005.

3. Four new faculty were hired over the summer of 2005—one special education faculty, one multicultural foundations, one elementary reading/language, and one secondary literacy/second language learning. A new dean was also hired.

4. The Special Education faculty are completing major program revisions in the Educational Specialist 1 program.

5. Faculty from all programs in the School are increasingly involved with initiatives in area school districts to support P-12 student learning and achievement.

6. The School of Education and the School of Science and Technology are collaborating on initiatives to increase the number of science and mathematics teachers, including: supporting teachers working with English Language Learners, an innovative pilot course that integrates biology and science pedagogy for undergraduates, outreach to diverse high school and junior college students.

7. School of Education faculty are leading a state-wide, federally funded, initiative to ensure that university faculty are prepared to support the highest quality learning opportunities of all students, including those with disabilities.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	207	199	8
Single Subject Candidates	122	108	14
Education Specialist Candidates	72	22	50
Totals	401	329	72

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	129	126	3
Single Subject Candidates	85	77	8
Education Specialist Candidates	35	22	13
Totals	249	225	24

Institution/Program:	Sonoma State University

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	24	2	0
In Academic Positions with Rights and Responsibilities	9	0	0
In Non-Academic Positions without Rights and Responsibilities	15	2	0
Single Subject Programs	23	4	0
In Academic Positions with Rights and Responsibilities	11	2	0
In Non-Academic Positions without Rights and Responsibilities	12	2	0
Education Specialist Programs	6	6	0
In Academic Positions with Rights and Responsibilities	0	2	0
In Non-Academic Positions without Rights and Responsibilities	6	4	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Sonoma State University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	224	224	100%	100%	24	24	100%
Aggregate	224	224	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	141	141	100%	98%	14	13	93%
Aggregate	141	141	100%	98%	14	13	93%
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	6	--	--	100%	0	--	--
CSET English II	6	--	--	100%	0	--	--
CSET English III	6	--	--	100%	0	--	--
CSET English IV	6	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	3	--	--	92%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	0	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Physics	2	--	--	100%	0	--	--
CSET Science I	12	12	100%	99%	1	--	--
CSET Science II	12	12	100%	99%	1	--	--
CSET Social Sci I	10	10	100%	100%	1	--	--
CSET Social Sci II	10	10	100%	100%	1	--	--
CSET Social Sci III	10	10	100%	100%	1	--	--
Spanish S* (10)	0	--	--	100%	1	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	92%	1	--	--
Spanish: Skills Praxis II (0192)	0	--	--	98%	1	--	--
Aggregate	34	34	100%	99%	3	--	--
Other Content Areas							
CSET MSE I	111	111	100%	100%	4	--	--
CSET MSE II	111	111	100%	100%	4	--	--
CSET MSE III	111	111	100%	100%	4	--	--
CSET Physical Education Subtest I	0	--	--	97%	1	--	--
CSET Physical Education Subtest II	0	--	--	97%	1	--	--
CSET Physical Education Subtest III	0	--	--	97%	1	--	--
Health Science S* (16)	14	14	100%	100%	8	--	--
MSAT (0140 + 0151)	3	--	--	99%	1	--	--
Aggregate	128	128	100%	99%	14	14	100%
Summary Totals and Pass Rate	224	224	100%	98%	24	23	96%

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

Institution/Program: Sonoma State University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	237	235	99%	100%	2	--	--
Aggregate	237	235	99%	100%	2	--	--
Professional Knowledge/Pedagogy							
RICA	150	148	99%	99%	2	--	--
Aggregate	150	148	99%	99%	2	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	100%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	10	10	100%	100%	0	--	--
English S* (01)	10	10	100%	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Aggregate	23	23	100%	98%	0	--	--
Other Content Areas							
Health Science S* (16)	2	--	--	99%	0	--	--
MSAT (0140 + 0151)	70	69	99%	100%	0	--	--
Aggregate	72	71	99%	99%	0	--	--
Summary Totals and Pass Rate	237	233	98%	99%	2	--	--

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

Institution/Program:	Sonoma State University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 practices 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 2004-2005

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 MA in Education and a Preliminary Single Subject Teaching Credential. STEP's small size (between 60 - 75 students), access to top faculty and cooperating teachers, and coherent design offer highly focused instruction interwoven with hands-on teaching experience, sustained mentoring, and personalized advisement.

STEP's design takes into account the integration of the many areas of knowledge that underlie effective teaching and provides opportunities for observing, planning, and practicing pedagogical approaches in specific clinical contexts. STEP teacher candidates are placed in year-long clinical placements in the classrooms of cooperating teachers in local schools. University supervisors are experienced teachers of the subject matters and grade levels in which they supervise. Together, cooperating teachers and university supervisors provide structured and supportive coaching and mentoring to the STEP teacher candidates who gradually move from observing classrooms and co-teaching to fully independent student teaching. Stanford faculty members and practicing teachers co-teach selected 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 teacher candidates gradually develop the many areas of knowledge that constitute the basis of professional teaching practices, and engage in various modes of inquiry and constant reflection.

Institution/Program: Stanford University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

Stanford University has started an elementary teacher preparation program offered to Stanford undergraduates. The first graduating class will complete the program in June 2006.
Stanford University continues to be one of eleven institutions of higher education selected to participate in the Teachers for a New Era initiative supported by the Carnegie Corporation. Under the auspices of this initiative, the School of Education is developing strategies to engage faculty from the Humanities and Sciences and from other professional programs in the work of the Teacher Education Program.
STEP continues to be a member of the PACT (Performance Assessment for California Teachers) consortium - a coalition of teacher education programs working on developing, piloting, and evaluating valid and reliable performance assessments for beginning teachers.

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

suse-step.stanford.edu

Institution/Program: Stanford University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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	69	69	
Education Specialist Candidates			
Totals	69	69	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates			
Single Subject Candidates	69	69	
Education Specialist Candidates			
Totals	69	69	

Institution/Program:	Stanford University

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Stanford University

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	69	69	100%	100%	0	--	--
Aggregate	69	69	100%	100%	0	--	--
Academic Content Areas							
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	13	13	100%	100%	0	--	--
CSET Math II	13	13	100%	100%	0	--	--
CSET Math III	13	13	100%	92%	0	--	--
CSET Sci III Bio/Life	6	--	--	100%	0	--	--
CSET Sci III Chemistry	2	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	9	--	--	99%	0	--	--
CSET Science II	9	--	--	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	98%	0	--	--
Aggregate	55	54	98%	99%	0	--	--
Summary Totals and Pass Rate	69	68	99%	98%	0	--	--

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

Institution/Program: Stanford University

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	55	55	100%	100%	0	--	--
Aggregate	55	55	100%	100%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	8	--	--	98%	0	--	--
Biology S* (04 + 05)	8	--	--	98%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	12	12	100%	100%	0	--	--
English S* (01)	12	12	100%	99%	0	--	--
French S* (11)	1	--	--	88%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	86%	0	--	--
French: Skills Praxis II (0171)	1	--	--	86%	0	--	--
Math Praxis II (0063 + 0064)	6	--	--	99%	0	--	--
Math S* (02)	7	--	--	98%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	13	13	100%	97%	0	--	--
Social Science S* (03)	14	14	100%	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	46	46	100%	98%	0	--	--
Summary Totals and Pass Rate	55	55	100%	99%	0	--	--

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

Institution/Program:	Stanford University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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.
A talented special educator manages the SCOE program; and she conducts informative, one-on-one intake sessions with potential candidates; teaches within the program herself; and works with the faculty. Therefore, she knows each intern well, and they, in turn, feel they have a friendly and knowledgeable contact available in the SCOE office.

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 2004-2005

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

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

	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 2004-2005

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	98%	0	--	--

**Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because 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 2001-2002 Cohort Update

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program:	Stanislaus County Office of Education

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

Full-time faculty teaching professional courses have public school classroom experience. They also supervise student teachers weekly. Adjunct professors are currently teaching in public schools.
Faculty members advise candidates each semester regarding course registration. Candidates keep the same advisor through graduation and credentialing. Meetings are held each semester to alert candidates to requirements.
The college provides a number of opportunities to serve in the inner city of Los Angeles as well as in countries around the world. Candidates may study for a semester in Israel. This gives them first-hand experience with diverse backgrounds. Courses are designed to require candidates to apply what they are learning to assignments that are similar to the tasks they will have as teachers. Candidates have fieldwork with every professional class, and are required to plan and teach units in a classroom.
Master teachers are carefully selected with the particular candidate in mind. College supervisors meet personally with teachers to orient them to college requirements. During student teaching, candidates are visited weekly by the college supervisor. The administration and other departments in the college are supportive of the goals of the department and create and adapt courses as necessary. There is a strong commitment to incorporating technology into courses college-wide. This has included equipping classrooms with computer ports and PowerPoint projectors and supplying computers to all faculty.
Candidates are advised of financial aid that is available specifically for prospective teachers. Tuition is reduced for professional courses and student teaching once a candidate has graduated.

Institution/Program: The Master's College and Seminary

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 officially in place Fall 2004. Use of The Teacher Performance Assessment was implemented as planned. In March, 2006, our Master of Arts in Education (MAE) program was approved by W.A.S.C.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	27	27	0
Single Subject Candidates	14	14	0
Education Specialist Candidates	0	0	0
Totals	41	41	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	15	15	0
Single Subject Candidates	8	8	0
Education Specialist Candidates	0	0	0
Totals	23	23	0

Institution/Program:	The Master's College and Seminary

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	4	0	0
In Academic Positions with Rights and Responsibilities	4	0	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	0 :1	0 :1
Single Subject Programs	8 :1	0 :1	0 :1
Education Specialist Programs	0 :1	0 :1	0 :1

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

Institution/Program:	The Master's College and Seminary

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: The Master's College and Seminary

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	21	21	100%	100%	0	--	--
Aggregate	21	21	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	14	14	100%	98%	0	--	--
Aggregate	14	14	100%	98%	0	--	--
Academic Content Areas							
CSET English I	3	--	--	100%	0	--	--
CSET English II	3	--	--	100%	0	--	--
CSET English III	3	--	--	100%	0	--	--
CSET English IV	3	--	--	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Social Sci I	2	--	--	100%	0	--	--
CSET Social Sci II	2	--	--	100%	0	--	--
CSET Social Sci III	2	--	--	100%	0	--	--
Aggregate	6	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
CSET Physical Education Subtest I	2	--	--	97%	0	--	--
CSET Physical Education Subtest II	2	--	--	97%	0	--	--
CSET Physical Education Subtest III	2	--	--	97%	0	--	--
Aggregate	14	14	100%	99%	0	--	--
Summary Totals and Pass Rate	22	21	95%	98%	0	--	--

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

Institution/Program: The Master's College and Seminary

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	23	23	100%	100%	0	--	--
Aggregate	23	23	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	15	15	100%	99%	0	--	--
Aggregate	15	15	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	99%	0	--	--
Math S* (02)	4	--	--	98%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	100%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Aggregate	7	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	4	--	--	100%	0	--	--
Aggregate	4	--	--	99%	0	--	--
Summary Totals and Pass Rate	23	23	100%	99%	0	--	--

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

Institution/Program:	The Master's College and Seminary

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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: " Educating Caring Professional To Serve, To Lead, To Teach". Consistent with that vision, the College of Education seeks to fulfill its mission of "promoting social justice by serving the community and larger society through the preparation and continuous support of professional educators to meet the needs of a constantly changing, challenging and diverse student population". Touro University - California provides graduate level programs in health care and education in concert with the Judiac commitment to social justice, intellectural pursuit, and service to the community.

The College of Education offers teacher preparation programs leading to single subject, multiple subject, and education specialist/special education teaching credentials and the Master of Arts degree in Education.

Touro University - California seeks to identify and attract candidates who are committed to teaching students who are historically underserved. The College of Education offers a preparation program that provides a supportive learning environment coupled with early and intensive field experiences that prepare candidates for the challenges and rewards of teaching in California's diverse schools.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

In 2005-06 the College of Education admitted its first students pursuing Education Specialist Teaching Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities. The College of Education at Touro University California is the only institution of higher education in the Solano-Napa region that offers the Moderate/Severe Disabilities option for the Level I (Preliminary) and Level II (Professional) teaching credentials.

Additionally, in order to support local districts in expanding the number of teacher candidates in areas of local teacher shortages (mathematics, science, and special education) the College of Education instituted a Touro University Teaching Fellow designation. Touro University Teaching Fellows meet four criteria:
1. Pursuing a credential in Special Education, math, science, or other locally identified shortage areas
2. Securing an offer of employment from a local school district or actively seeking employment in a teaching shortage area
3. Meeting the requirements for an Intern credential or have near-term potential of meeting the requirements
4. Demonstrating potential as a teacher based upon experience working with children and youth with diverse academic, social, cultural, and linguistic needs

The College of Education provides direct grant assistance to Teaching Fellows in the form of a tuition scholarship as well as other benefits to support the recruitment and retention of new teachers in identified teaching areas of high need.

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

www.tu.edu

Institution/Program: Touro University - California

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	7	6	1
Single Subject Candidates	9	8	1
Education Specialist Candidates	0	0	0
Totals	16	14	2

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	5	4	1
Single Subject Candidates	3	2	1
Education Specialist Candidates	0	0	0
Totals	8	6	2

Institution/Program:	Touro University - California

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

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

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	15 :1	45 :1	0 :1
Single Subject Programs	15 :1	45 :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:	Touro University - California

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	30	15	450
Single Subject Programs	30	15	450
Education Specialist Programs	0	0	0

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

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 2004-2005

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	4	--	--	100%	1	--	--
Aggregate	4	--	--	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	2	--	--	98%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Academic Content Areas							
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	2	--	--	100%	0	--	--
CSET MSE II	2	--	--	100%	0	--	--
CSET MSE III	2	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Summary Totals and Pass Rate	4	--	--	98%	1	--	--

**Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because 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 2001-2002 Cohort Update

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

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 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Berkeley

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of California's mission to combine theory, research and practice distinguishes UC Berkeley's programs in education. The Graduate School of Education has a dual mission:
-To engage in research and development of the highest quality, and to be at the forefront of educational inquiry and innovation; and
-To use the knowledge gained in research to provide outstanding leadership, training, and service for the field of education, in order to enhance opportunities for diverse communities of learners.
Teacher preparation programs in the Graduate School of Education emphasize school reform, urban education, and the development of educator scholars through exemplary teacher education models. The preparation of teachers to meet the needs of the diverse student population of CA 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;
-Designed to produce reflective practitioners by providing: field experiences in urban schools; cohorts of professional colleagues who collaborate on planning and instruction; opportunities for faculty and student interaction; and extensive practice with regular supervision.
-Designed to nurture and enhance collaborations with the K-12 sector.
-Geared to research and development efforts with concern for school reform.
-Designed to promote lifelong learning starting with pre-service period & extending throughout the career.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

UC Berkeley teacher preparation programs offer:
-The opportunity to study with eminent scholars. Prominent faculty members are encouraged to participate directly in credential programs. Program faculty are specialists in their fields; having extensive experience as practitioners in the subjects they teach and supervise.
-The opportunity to complete professional training in diverse, multicultural settings. The Bay Area includes a wide variety of schools, allowing students to encounter a broad range of district policies, curricula, and socio-economic settings.
-The opportunity to benefit from faculty research related to practice; programs are designed to help teacher education candidates translate current research findings into professional practice.
-Innovative and model professional preparation programs, including a strong and integrated technology component. Also, all programs, except UC Extension's program, combine the credential with a MA degree.
-Strong grounding in academic disciplines. Programs emphasize the concepts, methodology, and current findings of the various disciplines fundamental to specific credential programs.
-Instruction providing appropriate background and methodology that is concurrent with fieldwork in the student's professional specialty or subject area. Berkeley programs provide an opportunity for students to practice and test campus instruction in their own classroom or school settings.
-Small classes, allowing individual attention in instruction, field placement, and field supervision.
-Strong relationships with partner districts employing intern teachers.
-An outstanding placement record for graduates, and an excellent rate of retention in the profession.

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 2004-2005

Through a grant from the Gates Foundation, the Division of Student Affairs and the Graduate School of Education partnered to develop the UC Berkeley Early College Initiative. The centerpiece of the Initiative, an early college school, opened in September 2005 with 120 students in grades six and seven. The school's student body is intended to reflect the academic, ethnic, language, and economic diversity of the East Bay and urban California, and will represent the first generation in their families to enter college. Teacher education students will be involved with the school as it grows.

Berkeley continues to work in the PACT (Performance Assessment of California Teachers) consortium. With the consortium, the teacher education programs are also developing and implementing Embedded Signature Assessments.

The School continues to work on the Arts Education Initiative "A Pipeline from Recruitment to Service for New Teachers and Urban School Leaders, Involving Teachers, Principals, Superintendents, Artists, Community Arts Organizations and Universities to infuse the Arts throughout K-12 Education" funded by a Ford Foundation grant. UCB's professional preparation programs (DTE, MUSE, MACSME, and PLI) have partnered with the California State University, Hayward; Humboldt State University; Mills College; and St. Mary's College. Close links have been made with The Center for Art and Public Life at the California College of the Arts and The East Bay Conservation Corps Charter School. The program has successfully infused the arts in teacher education and education leadership preparation through specific curriculum and pedagogy in preparation coursework and in professional development for teachers and administrators.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	60	60	0
Education Specialist Candidates	18	0	18
Totals	124	106	18

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	46	46	0
Single Subject Candidates	36	36	0
Education Specialist Candidates	18	0	18
Totals	100	82	18

Institution/Program: UC Berkeley

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8	0	
In Academic Positions with Rights and Responsibilities	8	0	
In Non-Academic Positions without Rights and Responsibilities	0	0	
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	7	
In Academic Positions with Rights and Responsibilities	0	0	
In Non-Academic Positions without Rights and Responsibilities	0	7	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	11 :1	0 :1	:1
Single Subject Programs	6 :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 2004-2005

	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 2004-2005

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

Institution/Program: UC Berkeley

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	53	53	100%	100%	6	--	--
Aggregate	53	53	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	22	22	100%	98%	6	--	--
Aggregate	22	22	100%	98%	6	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	94%	0	--	--
Biology S* (04 + 05)	2	--	--	100%	0	--	--
CSET English I	16	16	100%	100%	0	--	--
CSET English II	16	16	100%	100%	0	--	--
CSET English III	16	16	100%	100%	0	--	--
CSET English IV	16	16	100%	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	4	--	--	99%	0	--	--
CSET Science II	4	--	--	99%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Aggregate	27	27	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	4	--	--	100%	2	--	--
CSET MSE II	4	--	--	100%	2	--	--
CSET MSE III	4	--	--	100%	2	--	--
MSAT (0140 + 0151)	14	14	100%	99%	3	--	--
Aggregate	18	18	100%	99%	5	--	--
Summary Totals and Pass Rate	53	53	100%	98%	6	--	--

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

Institution/Program: UC Berkeley

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	54	54	100%	100%	24	24	100%
Aggregate	54	54	100%	100%	24	24	100%
Professional Knowledge/Pedagogy							
RICA	20	20	100%	99%	24	24	100%
Aggregate	20	20	100%	99%	24	24	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	3	--	--	98%	0	--	--
Biology S* (04 + 05)	3	--	--	98%	0	--	--
English Praxis II	23	23	100%	100%	0	--	--
English S* (01)	25	25	100%	99%	0	--	--
Math Praxis II (0063 + 0064)	4	--	--	99%	0	--	--
Math S* (02)	4	--	--	98%	0	--	--
Aggregate	32	32	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	16	16	100%	100%	21	21	100%
Aggregate	16	16	100%	99%	21	21	100%
Summary Totals and Pass Rate	54	54	100%	99%	24	24	100%

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

Institution/Program:	UC Berkeley

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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) MA/credential program; and 2) 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 thirty-eight percent of our program enrollment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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. 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 2004-2005

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. UC Davis participates in the consortium which developed the PACT teaching performance assessment. Program faculty use the PACT for formative mentoring and support during the credential year. In addition, all students engage in a case study inquiry about their classroom practice. This inquiry project contributes to the candidate's sense of efficacy about working successfully in culturally and linguistically diverse classroom settings.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	101	101	
Single Subject Candidates	73	73	
Education Specialist Candidates	0	0	
Totals	174	174	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	101	101	
Single Subject Candidates	73	73	
Education Specialist Candidates	0	0	
Totals	174	174	

Institution/Program:	UC Davis

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6		
In Academic Positions with Rights and Responsibilities	4		
In Non-Academic Positions without Rights and Responsibilities	2		
Single Subject Programs	8		
In Academic Positions with Rights and Responsibilities	5		
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs	0		
In Academic Positions with Rights and Responsibilities	0		
In Non-Academic Positions without Rights and Responsibilities	0		

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: UC Davis

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	170	170	100%	100%	0	--	--
Aggregate	170	170	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	102	101	99%	98%	0	--	--
Aggregate	102	101	99%	98%	0	--	--
Academic Content Areas							
CSET English I	18	18	100%	100%	0	--	--
CSET English II	18	18	100%	100%	0	--	--
CSET English III	18	18	100%	100%	0	--	--
CSET English IV	18	18	100%	100%	0	--	--
CSET Math I	6	--	--	100%	0	--	--
CSET Math II	6	--	--	100%	0	--	--
CSET Math III	5	--	--	92%	0	--	--
CSET Sci III Bio/Life	17	17	100%	100%	0	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Science I	20	20	100%	99%	0	--	--
CSET Science II	20	20	100%	99%	0	--	--
CSET Social Sci I	14	14	100%	100%	0	--	--
CSET Social Sci II	14	14	100%	100%	0	--	--
CSET Social Sci III	14	14	100%	100%	0	--	--
Aggregate	59	59	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	99	99	100%	100%	0	--	--
CSET MSE II	99	99	100%	100%	0	--	--
CSET MSE III	99	99	100%	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	99%	0	--	--
Aggregate	101	101	100%	99%	0	--	--
Summary Totals and Pass Rate	171	170	99%	98%	0	--	--

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

Institution/Program: UC Davis

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	102	102	100%	100%	0	--	--
Aggregate	102	102	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	75	73	97%	99%	0	--	--
Aggregate	75	73	97%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	6	--	--	98%	0	--	--
Biology S* (04 + 05)	8	--	--	98%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	3	--	--	75%	0	--	--
CSET Science I	2	--	--	100%	0	--	--
CSET Science II	2	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	0	--	--
English S* (01)	7	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Aggregate	18	17	94%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	50	50	100%	100%	0	--	--
Aggregate	50	50	100%	99%	0	--	--
Summary Totals and Pass Rate	102	99	97%	99%	0	--	--

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

Institution/Program:	UC Davis

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

In collaboration with the other seven UC teacher education programs and other voluntary members of the consortium, UCI implemented the Performance Assessment for California Teachers (PACT) Teaching Event for the third time in 2004-05. This teaching performance assessment allows candidates and faculty to look deeply at novice teaching practice and to set clear standards for teaching competency.

Seeking to stay abreast of research in academic literacy, the courses reflected a greater emphasis on developing candidates' ability to provide explicit instruction to all students, whether they are native or non-native speakers of English. Candidates provided feedback on the program in three surveys given at the beginning, after fall quarter coursework, and at the end of the program. These surveys will provide us with annual trends for continuous program improvement and a longitudinal view of candidate responses.

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	100	100	0
Single Subject Candidates	102	90	12
Education Specialist Candidates			
Totals	202	190	12

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	100	100	0
Single Subject Candidates	102	90	12
Education Specialist Candidates			
Totals	202	190	12

Institution/Program: UC Irvine

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12	0	
In Academic Positions with Rights and Responsibilities	12	0	
In Non-Academic Positions without Rights and Responsibilities			
Single Subject Programs	15	4	
In Academic Positions with Rights and Responsibilities	15	4	
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	8 :1	:1	:1
Single Subject Programs	10 :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:	UC Irvine

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	1
Education Specialist Programs	n/a

Institution/Program: UC Irvine

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	174	174	100%	100%	1	--	--
Aggregate	174	174	100%	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	93	93	100%	98%	0	--	--
Aggregate	93	93	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	2	--	--	100%	0	--	--
CSET Art Subtest II	2	--	--	100%	0	--	--
CSET English I	13	13	100%	100%	0	--	--
CSET English II	13	13	100%	100%	0	--	--
CSET English III	13	13	100%	100%	0	--	--
CSET English IV	13	13	100%	100%	0	--	--
CSET Math I	10	10	100%	100%	0	--	--
CSET Math II	10	10	100%	100%	0	--	--
CSET Math III	5	--	--	92%	0	--	--
CSET Music Subtest I	1	--	--	100%	0	--	--
CSET Music Subtest II	1	--	--	100%	0	--	--
CSET Music Subtest III	1	--	--	100%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	1	--	--
CSET Sci III Chemistry	4	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	15	15	100%	99%	1	--	--
CSET Science II	15	15	100%	99%	1	--	--
CSET Social Sci I	24	24	100%	100%	0	--	--
CSET Social Sci II	24	24	100%	100%	0	--	--
CSET Social Sci III	24	24	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
French S* (11)	1	--	--	100%	0	--	--
French: Analysis Praxis II (0172)	1	--	--	100%	0	--	--
French: Skills Praxis II (0171)	1	--	--	100%	0	--	--
Spanish S* (10)	3	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	3	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	3	--	--	98%	0	--	--
Aggregate	70	67	96%	99%	1	--	--
Other Content Areas							
CSET MSE I	88	88	100%	100%	0	--	--
CSET MSE II	88	88	100%	100%	0	--	--
CSET MSE III	88	88	100%	100%	0	--	--
MSAT (0140 + 0151)	5	--	--	99%	0	--	--
Aggregate	93	93	100%	99%	0	--	--
Summary Totals and Pass Rate	174	171	98%	98%	1	--	--

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

Institution/Program: UC Irvine

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	114	114	100%	100%	27	27	100%
Aggregate	114	114	100%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	75	75	100%	99%	13	13	100%
Aggregate	75	75	100%	99%	13	13	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	7	--	--	98%	4	--	--
Biology S* (04 + 05)	7	--	--	98%	4	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	7	--	--	100%	6	--	--
English S* (01)	7	--	--	99%	6	--	--
German S* (20)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	5	--	--	99%	1	--	--
Math S* (02)	5	--	--	98%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	12	12	100%	97%	2	--	--
Social Science S* (03)	13	13	100%	99%	2	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	93%	0	--	--
Aggregate	36	35	97%	98%	14	14	100%
Other Content Areas							
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
MSAT (0140 + 0151)	68	68	100%	100%	12	12	100%
Aggregate	69	69	100%	99%	12	12	100%
Summary Totals and Pass Rate	115	114	99%	99%	27	27	100%

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

Institution/Program:	UC Irvine

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Los Angeles

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The mission of UCLA's teacher education programs is to attract, prepare, and retain highly qualified teachers to work in urban schools that serve low income children of color. At UCLA there are three pathways to attaining a credential: the Center X Teacher Education Program (TEP) which leads to a credential and Master's degree, TeachLA/TeachLynwood, a university internship program and the UCLA Extension Urban Internship program. TEP and TeachLA/TeachLynwood offer both Multiple Subject and Single Subject (in the areas of English, social studies, mathematics, music, and science) Teaching Credentials. The Center X TEP program has a joint mathematics/education program and science/education program for UCLA mathematics and science undergraduates. The UCLA Extension program offers a Multiple Subject Credential. TEP offers bilingual emphasis (Spanish) credential authorization (BCLAD).

The goals of these programs are to assist novice teachers in constructing communities of learning and inquiry for their students. In the UCLA programs, teachers develop the professional knowledge, skills, and beliefs necessary to engage culturally and linguistically diverse groups of students. UCLA is located in the heart of Los Angeles and the context for observation, participation, student teaching and teaching is in urban, low income partnership school districts that reflect the diversity of California's urban schools.

The recruitment of teacher candidates focuses on under represented groups in the teaching profession. UCLA has been extremely successful in attracting and enrolling a candidate pool that mirrors the diversity of Los Angeles County.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005, the Teacher Education program faculty continued its work with a consortium of teacher preparation programs to develop, pilot, and implement a performance-based assessment, The Teaching Event, as a part of the SB 2042 standards.

Institution/Program: UC Los Angeles

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

During 2004-2005, the Teacher Education Program established Center Schools in partner districts in L.A. County. The purpose of Center Schools is to allow TEP to focus its work in urban communities by forming connections and relationships with the neighboring communities of specific school sites. In collaboration, TEP & Center Schools select guiding teachers to mentor novice teachers, collaborate around issues of urban schooling & urban teacher education, promote novice teachers' involvement & participation in the school, parent, & neighborhood communities, & promote the importance of support mechanisms committed to supporting teachers and their development. Neighborhood teams, consisting of novice teachers in urban communities of close proximity, are placed in specific school sites for course work, observation & participation, & student teaching. Single Subject Secondary neighborhood teams are comprised of Social Studies, Language Arts, Mathematics & Science novice teachers, which are coordinated by a faculty advisor & field supervisors. Teams meet weekly in center schools to debrief their observations, to learn more about themselves, their colleagues, teaching in urban schools, including, the nature of urban schools, parents and local communities. On site center school locations will allow novice teachers to become an integral part of the school culture & to learn about the school, its students, and its resources. Periodically school site administrators & faculty, TEP alumni, residents, novices & faculty will be invited to meet together as a CIRCLE (Consortium of Urban Schools Involved in Renewal & Committed to Leadership in Education) group to promote relationships to improve teacher quality & student learning.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	153	76	77
Single Subject Candidates	113	84	29
Education Specialist Candidates	0	0	0
Totals	266	160	106

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	153	76	77
Single Subject Candidates	113	84	29
Education Specialist Candidates	0	0	0
Totals	266	160	106

Institution/Program: UC Los Angeles

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12	22	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	12	22	0
Single Subject Programs	12	10	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	12	10	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 2004-2005*

	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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	21.2	16	339.2
Single Subject Programs	21.2	16	339
Education Specialist Programs			

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: UC Los Angeles

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	165	165	100%	100%	102	102	100%
Aggregate	165	165	100%	100%	102	102	100%
Professional Knowledge/Pedagogy							
RICA	74	74	100%	98%	56	56	100%
Aggregate	74	74	100%	98%	56	56	100%
Academic Content Areas							
Chemistry Praxis II (0242 + 0433)	0	--	--	86%	1	--	--
Chemistry S* (04 + 06)	0	--	--	86%	1	--	--
CSET English I	16	16	100%	100%	13	13	100%
CSET English II	16	16	100%	100%	13	13	100%
CSET English III	16	16	100%	100%	13	13	100%
CSET English IV	16	16	100%	100%	13	13	100%
CSET Math I	4	--	--	100%	10	10	100%
CSET Math II	4	--	--	100%	10	10	100%
CSET Math III	4	--	--	92%	8	--	--
CSET Sci III Bio/Life	9	--	--	100%	2	--	--
CSET Sci III Chemistry	2	--	--	100%	1	--	--
CSET Science I	11	11	100%	99%	3	--	--
CSET Science II	11	11	100%	99%	3	--	--
CSET Social Sci I	22	22	100%	100%	9	--	--
CSET Social Sci II	22	22	100%	100%	9	--	--
CSET Social Sci III	22	22	100%	100%	9	--	--
English Praxis II	0	--	--	100%	3	--	--
English S* (01)	0	--	--	99%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	2	--	--
Math S* (02)	0	--	--	100%	3	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	1	--	--
Social Science S* (03)	1	--	--	97%	1	--	--
Aggregate	54	54	100%	99%	43	42	98%
Other Content Areas							
CSET MSE I	69	69	100%	100%	36	36	100%
CSET MSE II	69	69	100%	100%	36	36	100%
CSET MSE III	69	69	100%	100%	36	36	100%
Health Science S* (16)	0	--	--	100%	1	--	--
MSAT (0140 + 0151)	5	--	--	99%	15	15	100%
Aggregate	74	74	100%	99%	52	52	100%
Summary Totals and Pass Rate	165	165	100%	98%	105	104	99%

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

Institution/Program: UC Los Angeles

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	174	174	100%	100%	40	40	100%
Aggregate	174	174	100%	100%	40	40	100%
Professional Knowledge/Pedagogy							
RICA	99	99	100%	99%	35	35	100%
Aggregate	99	99	100%	99%	35	35	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	15	15	100%	98%	0	--	--
Biology S* (04 + 05)	15	15	100%	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	2	--	--	100%	0	--	--
Chemistry S* (04 + 06)	2	--	--	100%	0	--	--
English Praxis II	7	--	--	100%	4	--	--
English S* (01)	7	--	--	99%	4	--	--
Geoscience Praxis II (0433)	1	--	--	100%	0	--	--
Geoscience S* (04 + 07)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	5	--	--	99%	0	--	--
Math S* (02)	4	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	15	15	100%	97%	0	--	--
Social Science S* (03)	15	15	100%	99%	0	--	--
Aggregate	45	45	100%	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	69	69	100%	100%	29	29	100%
Aggregate	69	69	100%	99%	29	29	100%
Summary Totals and Pass Rate	174	174	100%	99%	40	40	100%

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

Institution/Program:	UC Los Angeles

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

Students in the University of California, Riverside's (UCR) Teacher Education Program develop an electronic portfolio to document their professional development. This portfolio documents the teacher candidate's foundational knowledge and integration of education research, theory and instruction with actual service. The portfolio encompasses PACT (Performance Assessment for California Teachers), UCR's answer to the Teacher Performance Assessment required by SB 2042. Candidates analyze student work, relate the work to instruction, and reflect upon their teaching. Additionally, the very process of developing the electronic portfolio promotes the candidate's growth in using technology to enhance their teaching and to communicate with a larger learning community.

An option exists for credential candidates to earn a Masters in Education (M.Ed.); this program provides depth in research and theory, thus accelerating the candidate's professional growth. The M.Ed. enhances the School's efforts to support the development of professionals prepared for leadership as classroom teachers.

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 2004-2005

UCR's Graduate School of Education received a partnership planning grant –ARCHES which has resulted in Victorville Community College being added to the already successful partnership with four other community colleges in which a pathway is mapped from community colleges to UCR's accelerated teacher preparation programs in math and science; the grant includes a mechanism for sharing ideas with a northern California consortium.

To support a compact with the Governor, UCR's Graduate School of Education has developed a stronger partnership with the math and science departments in order to increase the number, quality, and diversity of math science credential candidates through the Science and Math Initiative (SMI). Additionally, funding of a U.S. Dept. of Education, Title II grant supported a summer session for community college students interested in science or math and a summer session of middle and high school biology teachers. The community college session sought to stimulate an interest in becoming a science teacher among community college students and to encourage them to transfer to a four year program. The summer institute for teachers explored exciting ways to teach to the standards, to improve knowledge of genetics—a perceived weakness identified by the secondary teachers, and to begin the establishment of a bank on the website of science lessons developed by the teachers (see www.copernicusproject.ucr.edu).

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	102	98	4
Single Subject Candidates	61	38	23
Education Specialist Candidates	14	9	5
Totals	177	145	32

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	102	98	4
Single Subject Candidates	55	32	23
Education Specialist Candidates	14	9	5
Totals	171	139	32

Institution/Program: UC Riverside

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	9	4	0
In Academic Positions with Rights and Responsibilities	9	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Single Subject Programs	6	3	0
In Academic Positions with Rights and Responsibilities	6	3	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: UC Riverside

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	113	113	100%	100%	33	33	100%
Aggregate	113	113	100%	100%	33	33	100%
Professional Knowledge/Pedagogy							
RICA	90	90	100%	98%	10	10	100%
Aggregate	90	90	100%	98%	10	10	100%
Academic Content Areas							
CSET English I	7	--	--	100%	3	--	--
CSET English II	7	--	--	100%	3	--	--
CSET English III	7	--	--	100%	3	--	--
CSET English IV	7	--	--	100%	3	--	--
CSET Math I	0	--	--	100%	6	--	--
CSET Math II	0	--	--	100%	6	--	--
CSET Math III	0	--	--	92%	2	--	--
CSET Sci III Bio/Life	2	--	--	100%	2	--	--
CSET Sci III Chemistry	1	--	--	100%	2	--	--
CSET Science I	3	--	--	99%	3	--	--
CSET Science II	3	--	--	99%	3	--	--
CSET Social Sci I	6	--	--	100%	1	--	--
CSET Social Sci II	6	--	--	100%	1	--	--
CSET Social Sci III	6	--	--	100%	1	--	--
Physics Praxis II (0262 + 0433)	1	--	--	100%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Aggregate	17	17	100%	99%	14	14	100%
Other Content Areas							
CSET MSE I	87	87	100%	100%	9	--	--
CSET MSE II	87	87	100%	100%	9	--	--
CSET MSE III	87	87	100%	100%	9	--	--
MSAT (0140 + 0151)	2	--	--	99%	1	--	--
Aggregate	89	89	100%	99%	10	10	100%
Summary Totals and Pass Rate	114	114	100%	98%	33	33	100%

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

Institution/Program: UC Riverside

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	89	89	100%	100%	37	37	100%
Aggregate	89	89	100%	100%	37	37	100%
Professional Knowledge/Pedagogy							
RICA	63	63	100%	99%	25	25	100%
Aggregate	63	63	100%	99%	25	25	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	2	--	--
Biology S* (04 + 05)	2	--	--	98%	2	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	100%	0	--	--
Chemistry S* (04 + 06)	1	--	--	100%	0	--	--
English Praxis II	5	--	--	100%	1	--	--
English S* (01)	5	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	2	--	--
Math S* (02)	1	--	--	98%	2	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	1	--	--
Social Science S* (03)	3	--	--	99%	1	--	--
Aggregate	12	12	100%	98%	6	--	--
Other Content Areas							
MSAT (0140 + 0151)	19	19	100%	100%	11	11	100%
Aggregate	19	19	100%	99%	11	11	100%
Summary Totals and Pass Rate	89	89	100%	99%	37	37	100%

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

Institution/Program:	UC Riverside

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC San Diego

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The faculty of Education Studies (EDS) at the University of California, San Diego are committed to equitable education for all children. We prepare new teachers to systematically reinvent their curriculum and pedagogy in response to the changing needs of their students and the community. EDS offers a 15-month graduate program leading to the Master of Education/California Preliminary Multiple Subject Credential and the Master of Education/California Preliminary Single Subject Credential in English, Mathematics or the Sciences. In addition, EDS offers bilingual credentials (BCLAD) in Spanish-English and American Sign Language-English.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

To effectively facilitate the equitable participation of all children in public schools requires fundamental changes in our approach to teaching and learning. Standardized approaches to curriculum design and social and cultural awareness training are not sufficient preparation for teachers to make learning accessible and equitable for underserved children in our public institutions. EDS credential candidates learn to assess student and community needs, access and apply current research on teaching and learning, and systematically monitor their teaching performance using reflective practice portfolios. The goal of the program is to produce graduates who possess the knowledge, skills and confidence required to teach in low-income communities that are often challenged with large numbers of English language learners, low-income families, and a high teacher attrition rate.

Institution/Program: UC San Diego

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

During the 2005-2006 academic year, Education Studies (EDS) at the University of California, San Diego started its second cohort group an innovative opportunity to interested and qualified candidates. EDS trained 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 program 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:

eds.ucsd.edu

Institution/Program: UC San Diego

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	49	49	0
Single Subject Candidates	46	0	46
Education Specialist Candidates	14	10	4
Totals	109	59	50

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	41	41	0
Single Subject Candidates	36	0	36
Education Specialist Candidates	8	4	4
Totals	85	45	40

Institution/Program: UC San Diego

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

Number of Supervising Teachers During 2004-2005
(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	0	4	0
In Academic Positions with Rights and Responsibilities	0	4	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0
Education Specialist Programs	1	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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	12 :1	0 :1	0 :1
Single Subject Programs	0 :1	12 :1	0 :1
Education Specialist Programs	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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	0
Single Subject Programs	1
Education Specialist Programs	.5

Institution/Program: UC San Diego

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	43	43	100%	100%	35	35	100%
Aggregate	43	43	100%	100%	35	35	100%
Professional Knowledge/Pedagogy							
RICA	43	43	100%	98%	0	--	--
Aggregate	43	43	100%	98%	0	--	--
Academic Content Areas							
CSET English I	0	--	--	100%	5	--	--
CSET English II	0	--	--	100%	5	--	--
CSET English III	0	--	--	100%	5	--	--
CSET English IV	0	--	--	100%	5	--	--
CSET Math I	0	--	--	100%	3	--	--
CSET Math II	0	--	--	100%	3	--	--
CSET Math III	0	--	--	92%	3	--	--
CSET Sci III Bio/Life	0	--	--	100%	4	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	7	--	--
CSET Science II	0	--	--	99%	7	--	--
English Praxis II	0	--	--	100%	2	--	--
English S* (01)	0	--	--	99%	2	--	--
Aggregate	0	--	--	99%	17	17	100%
Other Content Areas							
CSET MSE I	36	36	100%	100%	0	--	--
CSET MSE II	36	36	100%	100%	0	--	--
CSET MSE III	36	36	100%	100%	0	--	--
MSAT (0140 + 0151)	7	--	--	99%	0	--	--
Aggregate	43	43	100%	99%	0	--	--
Summary Totals and Pass Rate	43	43	100%	98%	35	35	100%

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

Institution/Program: UC San Diego

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	50	50	100%	100%	25	25	100%
Aggregate	50	50	100%	100%	25	25	100%
Professional Knowledge/Pedagogy							
RICA	50	50	100%	99%	0	--	--
Aggregate	50	50	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	0	--	--	98%	1	--	--
Biology S* (04 + 05)	0	--	--	98%	1	--	--
English Praxis II	0	--	--	100%	4	--	--
English S* (01)	0	--	--	99%	4	--	--
Physics Praxis II (0262 + 0433)	0	--	--	94%	2	--	--
Physics S* (04 + 08)	0	--	--	100%	2	--	--
Aggregate	0	--	--	98%	7	--	--
Other Content Areas							
MSAT (0140 + 0151)	40	40	100%	100%	0	--	--
Aggregate	40	40	100%	99%	0	--	--
Summary Totals and Pass Rate	50	50	100%	99%	25	25	100%

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

Institution/Program:	UC San Diego

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: UC Santa Barbara

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Santa Barbara Teacher Education Partnership believes:
o All our children deserve the education that few students currently have;
o The survival of our democratic traditions requires nothing less;
o Every member of a community has a stake and a role in the education of our children and the survival of our democracy;
o The best hope for our children and our country is to reconstruct the preparation, induction, and support of educators while simultaneously re-constructing the institutions responsible for that work.
This vision requires teachers who:
o Believe that all students want, and have the capacity to, make sense of their world;
o Believe that content -- the knowledge, skills, and dispositions teachers have to share (including a balance of skills-centered and meaning-centered approaches) -- will help their students make sense of their world;
To become teachers who embody these values and beliefs is a life long process. The goal of our program is thus, not to tell people how to teach, but to prepare people to learn from teaching (their own and others) so that they can, over time, become the teachers students and their families deserve. We prepare teacher through six inter-related program themes:
(a) Autobiography/Philosophy of Education,
(b) Study of Children/Study of Schools,
(c) Methodological Competence,
(d) Diversity

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

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 2004-2005 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	49	49	0
Education Specialist Candidates	10	10	0
Totals	111	111	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	52	52	0
Single Subject Candidates	49	49	0
Education Specialist Candidates	10	10	0
Totals	111	111	0

Institution/Program:	UC Santa Barbara

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	7	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	7	0	0
Single Subject Programs	6	0	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	6	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: UC Santa Barbara

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	104	104	100%	100%	0	--	--
Aggregate	104	104	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	62	62	100%	98%	0	--	--
Aggregate	62	62	100%	98%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
Chemistry Praxis II (0242 + 0433)	1	--	--	86%	0	--	--
Chemistry S* (04 + 06)	1	--	--	86%	0	--	--
CSET English I	11	11	100%	100%	0	--	--
CSET English II	11	11	100%	100%	0	--	--
CSET English III	11	11	100%	100%	0	--	--
CSET English IV	11	11	100%	100%	0	--	--
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	4	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	3	--	--	100%	0	--	--
CSET Science I	8	--	--	99%	0	--	--
CSET Science II	8	--	--	99%	0	--	--
CSET Social Sci I	10	10	100%	100%	0	--	--
CSET Social Sci II	10	10	100%	100%	0	--	--
CSET Social Sci III	10	10	100%	100%	0	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	94%	0	--	--
Social Science S* (03)	1	--	--	97%	0	--	--
Aggregate	34	34	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	55	55	100%	100%	0	--	--
CSET MSE II	55	55	100%	100%	0	--	--
CSET MSE III	55	55	100%	100%	0	--	--
Health Science S* (16)	2	--	--	100%	0	--	--
MSAT (0140 + 0151)	3	--	--	99%	0	--	--
Aggregate	60	60	100%	99%	0	--	--
Summary Totals and Pass Rate	104	104	100%	98%	0	--	--

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

Institution/Program: UC Santa Barbara

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	122	122	100%	100%	0	--	--
Aggregate	122	122	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	56	56	100%	99%	0	--	--
Aggregate	56	56	100%	99%	0	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	3	--	--	100%	0	--	--
Art S* (12)	3	--	--	97%	0	--	--
Biology Praxis II (0233 + 0433)	7	--	--	98%	0	--	--
Biology S* (04 + 05)	7	--	--	98%	0	--	--
English Praxis II	15	15	100%	100%	0	--	--
English S* (01)	15	15	100%	99%	0	--	--
Japanese S* (21)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Physics Praxis II (0262 + 0433)	1	--	--	94%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	14	14	100%	97%	0	--	--
Social Science S* (03)	14	14	100%	99%	0	--	--
Aggregate	44	44	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	43	43	100%	100%	0	--	--
Aggregate	43	43	100%	99%	0	--	--
Summary Totals and Pass Rate	122	122	100%	99%	0	--	--

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

Institution/Program:	UC Santa Barbara

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 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	44	44	
Education Specialist Candidates			
Totals	112	112	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	68	68	
Single Subject Candidates	44	44	
Education Specialist Candidates			
Totals	112	112	

Institution/Program: UC Santa Cruz

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

Number of Supervising Teachers During 2004-2005
(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	4		
In Academic Positions with Rights and Responsibilities	4		
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 2004-2005*

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	14 :1	:1	:1
Single Subject Programs	11 :1	:1	:1
Education Specialist Programs	:1	:1	:1

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

Institution/Program:	UC Santa Cruz

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: UC Santa Cruz

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	112	112	100%	100%	0	--	--
Aggregate	112	112	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	68	68	100%	98%	0	--	--
Aggregate	68	68	100%	98%	0	--	--
Academic Content Areas							
CSET English I	14	14	100%	100%	0	--	--
CSET English II	14	14	100%	100%	0	--	--
CSET English III	14	14	100%	100%	0	--	--
CSET English IV	14	14	100%	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Sci III Bio/Life	9	--	--	100%	0	--	--
CSET Sci III Chemistry	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	11	11	100%	99%	0	--	--
CSET Science II	11	11	100%	99%	0	--	--
CSET Social Sci I	12	12	100%	100%	0	--	--
CSET Social Sci II	12	12	100%	100%	0	--	--
CSET Social Sci III	12	12	100%	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	40	40	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	64	64	100%	100%	0	--	--
CSET MSE II	64	64	100%	100%	0	--	--
CSET MSE III	64	64	100%	100%	0	--	--
MSAT (0140 + 0151)	4	--	--	99%	0	--	--
Aggregate	68	68	100%	99%	0	--	--
Summary Totals and Pass Rate	112	112	100%	98%	0	--	--

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

Institution/Program: UC Santa Cruz

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	98	98	100%	100%	0	--	--
Aggregate	98	98	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	72	72	100%	99%	0	--	--
Aggregate	72	72	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	4	--	--	98%	0	--	--
Biology S* (04 + 05)	4	--	--	98%	0	--	--
English Praxis II	9	--	--	100%	0	--	--
English S* (01)	9	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	20	20	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	55	55	100%	100%	0	--	--
Aggregate	55	55	100%	99%	0	--	--
Summary Totals and Pass Rate	98	98	100%	99%	0	--	--

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

Institution/Program:	UC Santa Cruz

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of La Verne

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of La Verne Teacher Education Program is approved under the California SB2042 requirements. Methodologies are integrated throughout to deliver comprehensive instruction to English learners and to work with special populations in the general education classroom. The BCLAD credential is also available. The program fosters prospective teachers' ability to: (1) create an environment that incorporates communication with students, (2) develop an appreciation for differences, (3) understand the basis for a healthy self-concept, and (4) develop self-awareness, all within the context of appropriate pedagogical skills. The Education Department Mission Statement supports this rationale: "The mission of the Education Department is to provide students with the knowledge, skills, and value orientation to become competent facilitators of human development. Small class size and access to professional staff characterize the education environment. Leadership is provided by motivated faculty who possess appropriate academic preparation, extensive practical experience, and excellent teaching. Program emphases are the development of self-awareness, celebration of diversity, growth in personal meaning and values, through a theoretical and applied knowledge base and diverse instructional methodology." University of La Verne's prospective teachers represent the diversity found in the student population of California, and the program is founded on the belief that all California teachers need a variety of skills to serve diverse populations. Students are trained on the main campus in La Verne, and off campus, in Bakersfield, Newhall, Ventura, Cerritos, Central Coast and High Desert.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

Program excellence indicators are found in the following areas: (1) The quality of the reading preparation in the program: Candidates in the Multiple Subject program participate in a rigorous program of preparation to teach reading. Each student in both Multiple and Single Subject programs is independently visited and assessed by a reading supervisor two times during the semester, in addition to the assessment of teaching of reading by the University supervisor assigned to the candidate for student teaching. This emphasis on the teaching of reading and its success is supported by the 99% passage rate for the RICA in the 2004-2005 year. (2) The diversity of the candidates in the program, and the commitment to serve the needs of California's diverse populations: Candidates in the Multiple Subject Program and the Single Subject Program represent the diversity found in the classrooms in California. The candidate pool is 40% Caucasian, 30% Hispanic/Latino, 6% African American, 5% Asian, and 19% Other/Not Provided. The University believes that all teachers in California need a variety of skills to meet the needs of the K-12 students served. (3) Support Intern Teachers: The University is committed to support intern teachers. Weekly visits are a part of the student teaching phase, and the small class environment provides opportunity for learning growth in teaching strategies. (4) Teacher Performance Assessments (TPA's) 2 and 3 are fully implemented on the main campus.

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 2004-2005

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 four full-time faculty coordinate the off campus sites. The goal is to add an additional full-time faculty in this capacity. (2) Hire faculty to represent the diversity of the candidates in the program and in the schools in California. Currently the full-time teacher education faculty is 60% white, 25% Latino, and 15% African-American. As the program grows, commitment to hiring diverse faculty is a priority. (3) Continue 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. (6) Implement TPA 4 on campus and TPA 2 and TPA 3 at selected off-campus sites. (7) Prepare for national accreditation through NCATE in fall 2010.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	574	504	70
Single Subject Candidates	382	255	127
Education Specialist Candidates	82	55	27
Totals	1,038	814	224

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	413	353	60
Single Subject Candidates	322	195	127
Education Specialist Candidates	46	21	25
Totals	781	569	212

Institution/Program:	University of La Verne

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	44	33	
In Academic Positions with Rights and Responsibilities	9	4	
In Non-Academic Positions without Rights and Responsibilities	35	29	
Single Subject Programs	35	32	
In Academic Positions with Rights and Responsibilities	7	5	
In Non-Academic Positions without Rights and Responsibilities	28	27	
Education Specialist Programs	8	8	
In Academic Positions with Rights and Responsibilities	1	1	
In Non-Academic Positions without Rights and Responsibilities	7	7	

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: University of La Verne

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	219	219	100%	100%	115	115	100%
Aggregate	219	219	100%	100%	115	115	100%
Professional Knowledge/Pedagogy							
RICA	160	159	99%	98%	49	48	98%
Aggregate	160	159	99%	98%	49	48	98%
Academic Content Areas							
Art Praxis II (0131 + 0132)	2	--	--	94%	0	--	--
Art S* (12)	2	--	--	97%	0	--	--
CSET English I	8	--	--	100%	14	14	100%
CSET English II	8	--	--	100%	14	14	100%
CSET English III	8	--	--	100%	14	14	100%
CSET English IV	8	--	--	100%	14	14	100%
CSET Math I	5	--	--	100%	16	16	100%
CSET Math II	5	--	--	100%	16	16	100%
CSET Math III	2	--	--	92%	1	--	--
CSET Sci III Bio/Life	3	--	--	100%	3	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	1	--	--
CSET Science I	4	--	--	99%	4	--	--
CSET Science II	4	--	--	99%	4	--	--
CSET Social Sci I	12	12	100%	100%	4	--	--
CSET Social Sci II	12	12	100%	100%	4	--	--
CSET Social Sci III	12	12	100%	100%	4	--	--
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Spanish S* (10)	1	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	2	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	2	--	--
Aggregate	32	31	97%	99%	43	43	100%
Other Content Areas							
Business S* (15)	2	--	--	97%	3	--	--
CSET MSE I	103	103	100%	100%	27	27	100%
CSET MSE II	102	102	100%	100%	27	27	100%
CSET MSE III	102	102	100%	100%	27	27	100%
Health Science S* (16)	6	--	--	100%	2	--	--
MSAT (0140 + 0151)	5	--	--	99%	2	--	--
Phys. Educ. Praxis Test II	5	--	--	98%	1	--	--
Physical Education S* (09)	5	--	--	97%	1	--	--
Aggregate	121	120	99%	99%	35	35	100%
Summary Totals and Pass Rate	220	217	99%	98%	116	115	99%

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

Institution/Program: University of La Verne

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	193	193	100%	100%	32	32	100%
Aggregate	193	193	100%	100%	32	32	100%
Professional Knowledge/Pedagogy							
RICA	135	135	100%	99%	26	26	100%
Aggregate	135	135	100%	99%	26	26	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	2	--	--	98%	0	--	--
Biology S* (04 + 05)	2	--	--	98%	0	--	--
Chemistry Praxis II (0242 + 0433)	3	--	--	100%	0	--	--
Chemistry S* (04 + 06)	3	--	--	100%	0	--	--
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	10	10	100%	100%	2	--	--
English S* (01)	10	10	100%	99%	2	--	--
Geoscience Praxis II (0433)	2	--	--	100%	0	--	--
Geoscience S* (04 + 07)	2	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	2	--	--	99%	0	--	--
Math S* (02)	2	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	4	--	--	97%	0	--	--
Social Science S* (03)	5	--	--	99%	0	--	--
Spanish S* (10)	2	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	2	--	--	89%	0	--	--
Spanish: Skills Praxis II (0192)	2	--	--	93%	0	--	--
Aggregate	26	26	100%	98%	2	--	--
Other Content Areas							
Business S* (15)	2	--	--	100%	0	--	--
CSET MSE I	1	--	--	84%	0	--	--
CSET MSE II	1	--	--	77%	0	--	--
CSET MSE III	1	--	--	87%	0	--	--
Home Economics S* (17)	1	--	--	95%	0	--	--
MSAT (0140 + 0151)	74	74	100%	100%	8	--	--
Phys. Educ. Praxis Test II	1	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	99%	0	--	--
Aggregate	79	79	100%	99%	8	--	--
Summary Totals and Pass Rate	193	193	100%	99%	32	32	100%

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

Institution/Program:	University of La Verne

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

PURPOSES:

•To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student's work place.

•To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students' opportunities for career success.

•To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.

•To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classrooms not only advanced academic preparation, but also the skills that come from the current practice of their professions.

•To provide General Education and foundational instruction and services that prepare students to engage in a variety of instructional curricula.

•To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.

•To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

INSTITUTIONAL PHILOSOPHY/PROGRAM FRAMEWORK

Learning is the key to any educational program. The University of Phoenix offers a teacher education program that is focused on P-12 student learning by improving the educator responsible for that learning. Candidates for this program have already earned a bachelor's degree and wish to gain the pedagogical skills and knowledge that will assist them in becoming competent and effective educators.

OUTCOMES

The teacher preparation program has been designed to connect teacher learning directly to P-12 curriculum standards and, therefore, classroom learning. Assignments and experiences are grounded in the P-12 classroom so that the candidate can immediately understand how to impact their own students' learning. Teacher candidates who complete the program will understand and have experience in:

-Teaching in Diverse Environments, Learning Theory, School Law and Ethics, Classroom Management, Curriculum Design and Assessment, Instructional Strategies, State and National Standards , Literacy , Family and Community Collaboration, Technology

COMPONENTS

The following key components provide the foundation for the teacher education program:

Field Experiences and Student Teaching, Integrated Technology, Reflective Practice, Critical Thinking, Learning Teams, Electronic Teacher Portfolio, Teacher Work Sample, Experienced Faculty

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	2,758	2,758	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	2,758	2,758	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	730	730	0
Single Subject Candidates	0	0	0
Education Specialist Candidates	0	0	0
Totals	730	730	0

Institution/Program:	University of Phoenix

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	106	0	0
In Academic Positions with Rights and Responsibilities	13	0	0
In Non-Academic Positions without Rights and Responsibilities	93	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 2004-2005*

	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:	University of Phoenix

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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 2004-2005

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

Institution/Program: University of Phoenix

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	419	419	100%	100%	6	--	--
Aggregate	419	419	100%	100%	6	--	--
Professional Knowledge/Pedagogy							
RICA	321	319	99%	98%	3	--	--
Aggregate	321	319	99%	98%	3	--	--
Academic Content Areas							
CSET English I	35	35	100%	100%	0	--	--
CSET English II	35	35	100%	100%	0	--	--
CSET English III	35	35	100%	100%	0	--	--
CSET English IV	35	35	100%	100%	0	--	--
CSET Math I	13	13	100%	100%	1	--	--
CSET Math II	13	13	100%	100%	1	--	--
CSET Math III	5	--	--	92%	0	--	--
CSET Sci III Bio/Life	10	10	100%	100%	2	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Sci IV Bio/Life	1	--	--	100%	1	--	--
CSET Science I	6	--	--	99%	1	--	--
CSET Science II	6	--	--	99%	1	--	--
CSET Social Sci I	25	24	96%	100%	0	--	--
CSET Social Sci II	25	25	100%	100%	0	--	--
CSET Social Sci III	25	25	100%	100%	0	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	100%	0	--	--
Math S* (02)	1	--	--	100%	0	--	--
Aggregate	87	85	98%	99%	3	--	--
Other Content Areas							
CSET MSE I	281	280	100%	100%	3	--	--
CSET MSE II	280	280	100%	100%	3	--	--
CSET MSE III	281	281	100%	100%	3	--	--
MSAT (0140 + 0151)	20	20	100%	99%	0	--	--
Aggregate	301	300	100%	99%	3	--	--
Summary Totals and Pass Rate	420	415	99%	98%	6	--	--

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

Institution/Program: University of Phoenix

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	102	102	100%	100%	0	--	--
Aggregate	102	102	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	102	102	100%	99%	0	--	--
Aggregate	102	102	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	7	--	--	84%	0	--	--
CSET MSE II	6	--	--	77%	0	--	--
CSET MSE III	8	--	--	87%	0	--	--
MSAT (0140 + 0151)	80	80	100%	100%	0	--	--
Aggregate	88	86	98%	99%	0	--	--
Summary Totals and Pass Rate	102	100	98%	99%	0	--	--

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

Institution/Program:	University of Phoenix

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: University of Redlands

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	119	119	100%	100%	59	59	100%
Aggregate	119	119	100%	100%	59	59	100%
Professional Knowledge/Pedagogy							
RICA	85	80	94%	98%	18	17	94%
Aggregate	85	80	94%	98%	18	17	94%
Academic Content Areas							
Art Praxis II (0131 + 0132)	0	--	--	94%	1	--	--
Art S* (12)	0	--	--	97%	1	--	--
Biology Praxis II (0233 + 0433)	0	--	--	94%	1	--	--
Biology S* (04 + 05)	0	--	--	100%	1	--	--
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	4	--	--	100%	8	--	--
CSET English II	4	--	--	100%	7	--	--
CSET English III	4	--	--	100%	8	--	--
CSET English IV	4	--	--	100%	7	--	--
CSET Math I	1	--	--	100%	6	--	--
CSET Math II	1	--	--	100%	6	--	--
CSET Math III	0	--	--	92%	3	--	--
CSET Sci III Bio/Life	1	--	--	100%	1	--	--
CSET Sci III Chemistry	0	--	--	100%	2	--	--
CSET Sci III Physics	0	--	--	100%	2	--	--
CSET Sci IV Chemistry	0	--	--	100%	1	--	--
CSET Science I	1	--	--	99%	4	--	--
CSET Science II	1	--	--	99%	4	--	--
CSET Social Sci I	6	--	--	100%	3	--	--
CSET Social Sci II	6	--	--	100%	3	--	--
CSET Social Sci III	6	--	--	100%	3	--	--
Math Praxis II (0063 + 0064)	0	--	--	100%	1	--	--
Math S* (02)	0	--	--	100%	1	--	--
Aggregate	13	13	100%	99%	25	21	84%
Other Content Areas							
CSET MSE I	87	85	98%	100%	19	19	100%
CSET MSE II	86	83	97%	100%	18	18	100%
CSET MSE III	86	83	97%	100%	18	18	100%
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
Health Science S* (16)	1	--	--	100%	1	--	--
MSAT (0140 + 0151)	2	--	--	99%	0	--	--
Physical Education S* (09)	1	--	--	97%	0	--	--
Aggregate	92	88	96%	99%	20	20	100%
Summary Totals and Pass Rate	119	111	93%	98%	60	55	92%

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

Institution/Program: University of Redlands

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	76	76	100%	100%	63	63	100%
Aggregate	76	76	100%	100%	63	63	100%
Professional Knowledge/Pedagogy							
RICA	63	63	100%	99%	32	32	100%
Aggregate	63	63	100%	99%	32	32	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	4	--	--
Biology S* (04 + 05)	1	--	--	98%	4	--	--
English Praxis II	2	--	--	100%	6	--	--
English S* (01)	2	--	--	99%	6	--	--
Geoscience Praxis II (0433)	0	--	--	100%	1	--	--
Geoscience S* (04 + 07)	0	--	--	100%	1	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	2	--	--
Math S* (02)	1	--	--	98%	2	--	--
Music Praxis II (0111 + 0112)	0	--	--	100%	1	--	--
Music S* (13)	0	--	--	100%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	0	--	--
Social Science S* (03)	1	--	--	99%	0	--	--
Aggregate	5	--	--	98%	14	14	100%
Other Content Areas							
Business S* (15)	0	--	--	100%	2	--	--
Health Science S* (16)	4	--	--	99%	0	--	--
MSAT (0140 + 0151)	24	24	100%	100%	17	17	100%
Phys. Educ. Praxis Test II	0	--	--	99%	2	--	--
Physical Education S* (09)	0	--	--	99%	2	--	--
Aggregate	28	28	100%	99%	21	21	100%
Summary Totals and Pass Rate	76	76	100%	99%	63	63	100%

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

Institution/Program:	University of Redlands

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Diego

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Diego is an independent Catholic institution located in San Diego. The University was founded in 1949 by the Catholic bishop of San Diego and the sisters of the Religious Congregation of the Sacred Heart. In 1972 the colleges and law school merged to form the University of San Diego. Today, the USD is a nationally ranked institution with more than 7,000 undergraduate, graduate and law students. USD includes a School of Leadership and Education Sciences, a College of Arts and Sciences, the Philip Y. Hahn School of Nursing and Health Science, a School of Law, and a School of Business Administration and Engineering. USD offers the Ph.D. (Nursing), the Ed.D. (Education), the J.D. (Law), the master's degree in twenty-two fields, and undergraduate majors in thirty-five fields. The University of San Diego is committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service. The mission of the School of Leadership and Education Sciences is derived from that of the University. It shares a commitment to principles associated with respect for human dignity. To this end, faculty, students, and staff are dedicated to the pursuit of truth, academic excellence, and a community enriched by a diversity of viewpoints. This commitment manifests itself in a dedication to provide and instill consistent leadership regarding issues of social justice. As a result, faculty infuse all programs and course offerings with values, concepts, and themes that help students become knowledgeable, reflective, ethical, and committed leaders and advocates who improve the lives of others.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The Professional Education Unit of the School of Leadership and Education Sciences was accredited by NCATE in Spring 2005, making it one of only 20 universities, and just six independent universities, in California to be nationally accredited. The Department of Learning and Teaching prepares candidates for a variety of P-12 professional positions including: Elementary education (Multiple Subject credential), secondary education (Single Subject credential), Special education (Level I educational specialist credential, Level II professional education specialist credential), Masters of Education, Masters of Teaching, and Doctor of Education. Credential programs are open to both USD undergraduate students and to holders of bachelor’s degrees. Strong ties are maintained between the department and the College of Arts and Science in order to assure that undergraduate candidates are prepared in both instructional practices and subject matter content. Undergraduate candidates earning a multiple-subject credential pursue the Liberal Studies major, new in 2004-2005, which is aligned to the California Content Standards for K-8. Candidates are monitored throughout the program against the California Teaching Performance Expectations, in coursework, in student teaching, and in a mid-point and a final portfolio. Evidence is judged on a common, developmental rubric that allows the candidate to demonstrate and see growth, and allows the faculty to evaluate program effectiveness. Above all, the department is proud of the attention the faculty give to teaching. Their reputation as outstanding instructors, as well as productive scholars, continues to distinguish them in their fields of specialization and in the educational community.

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 2004-2005

During 2005-2006, the School of Leadership and Education Sciences entered into three new partnerships. The partnership with Keiller Leadership Academy, a new charter middle school, includes support for board development, professional development for teachers, and development of a comprehensive system of student and family support. The partnership with Los Angeles-based John Tracy Clinic, a world-renowned center for parents and their young children with hearing loss, was formalized to prepare teachers of the Deaf and Hard of Hearing. This program reflects the mission of the Clinic in providing candidates with specific skills in building collaborative partnerships with parents and their young children. Finally, SOLES and Cherokee Point Elementary School launched a collaborative program of professional development and research. The partnership will support teachers to work with professional artists in developing strategies for integrating the arts as forms of inquiry and meaning-making into the school curriculum, and will have a direct impact on a truly underserved community of San Diego. In addition, its extraordinary progress and achievement have caused the school to expand beyond its existing facilities. The school is breaking ground on a new building in April 2006. Observation rooms and fully equipped demonstration classrooms will allow faculty to showcase the technologies and techniques students will use when they graduate. Students will be able to hone their craft in practice settings that permit observation and feedback. They will develop skills with lab equipment, prepare lessons with classroom manipulatives and become familiar with assistive technologies. The building is scheduled to open in August 2007.

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

www.sandiego.edu/academics/soles/

Institution/Program: University of San Diego

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	131	131	0
Single Subject Candidates	89	89	0
Education Specialist Candidates	44	23	21
Totals	264	243	21

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	59	59	0
Single Subject Candidates	37	37	0
Education Specialist Candidates	32	11	21
Totals	128	107	21

Institution/Program:	University of San Diego

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

Number of Supervising Teachers During 2004-2005
(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	11	0	0
In Academic Positions with Rights and Responsibilities	2	0	0
In Non-Academic Positions without Rights and Responsibilities	9	0	0
Education Specialist Programs	8	8	8
In Academic Positions with Rights and Responsibilities	1	1	8
In Non-Academic Positions without Rights and Responsibilities	7	7	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: University of San Diego

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	109	109	100%	100%	7	--	--
Aggregate	109	109	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	68	67	99%	98%	2	--	--
Aggregate	68	67	99%	98%	2	--	--
Academic Content Areas							
CSET English I	4	--	--	100%	0	--	--
CSET English II	4	--	--	100%	0	--	--
CSET English III	4	--	--	100%	0	--	--
CSET English IV	4	--	--	100%	0	--	--
CSET Sci III Bio/Life	2	--	--	100%	0	--	--
CSET Sci III Earth/Planetary	1	--	--	100%	0	--	--
CSET Science I	3	--	--	99%	0	--	--
CSET Science II	3	--	--	99%	0	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Other Content Areas							
CSET MSE I	26	26	100%	100%	5	--	--
CSET MSE II	26	26	100%	100%	5	--	--
CSET MSE III	26	26	100%	100%	5	--	--
MSAT (0140 + 0151)	2	--	--	99%	1	--	--
Aggregate	28	28	100%	99%	6	--	--
Summary Totals and Pass Rate	110	109	99%	98%	7	--	--

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

Institution/Program: University of San Diego

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	77	77	100%	100%	0	--	--
Aggregate	77	77	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	61	61	100%	99%	0	--	--
Aggregate	61	61	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	3	--	--	99%	0	--	--
Aggregate	5	--	--	98%	0	--	--
Other Content Areas							
Business S* (15)	1	--	--	100%	0	--	--
MSAT (0140 + 0151)	9	--	--	100%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Summary Totals and Pass Rate	77	77	100%	99%	0	--	--

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

Institution/Program:	University of San Diego

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of San Francisco

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The University of San Francisco, the City's first institution of higher education, was founded by the Society of Jesus in 1855. The University's academic philosophy emphasizes enrichment of personal values, expression of personal responsibility, and lifelong learning. The USF School of Education links instruction, research, and service in a manner that reflects the intellectual, ethical, and service traditions of Jesuit education. Teacher credential programs within the School of Education recruit and prepare candidates for the mild/moderate education specialist and the multiple and single subject preliminary (SB 2042/1059) credentials with option to add a Bilingual (BCLAD) emphasis. The education specialist credential, in the Learning and Instruction Department, is a two year internship program. The Teacher Education program also provides internship opportunities in the multiple and single subject credential programs. Our programs emphasize preparation to serve children in multicultural and multilingual urban schools. Consistent with the mission of the University, our programs aim to develop educational leaders who will work for justice for all people and who will shape a multicultural world with creativity, generosity, and compassion.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 (2042/1059) 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 program).

Institution/Program: University of San Francisco

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 2004-2005 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	130	0
Single Subject Candidates	111	111	0
Education Specialist Candidates	48	0	48
Totals	289	241	48

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	121	121	0
Single Subject Candidates	88	88	0
Education Specialist Candidates	48	0	48
Totals	257	209	48

Institution/Program:	University of San Francisco

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

Number of Supervising Teachers During 2004-2005
(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	1	0	0
In Non-Academic Positions without Rights and Responsibilities	13	0	0
Single Subject Programs	16	0	0
In Academic Positions with Rights and Responsibilities	1	0	0
In Non-Academic Positions without Rights and Responsibilities	15	0	0
Education Specialist Programs	0	18	0
In Academic Positions with Rights and Responsibilities	0	0	0
In Non-Academic Positions without Rights and Responsibilities	0	18	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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 2004-2005

	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 2004-2005

	Number of Years
Multiple Subject Programs	n/a
Single Subject Programs	n/a
Education Specialist Programs	2

Institution/Program: University of San Francisco

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	155	154	99%	100%	29	29	100%
Aggregate	155	154	99%	100%	29	29	100%
Professional Knowledge/Pedagogy							
RICA	93	92	99%	98%	24	23	96%
Aggregate	93	92	99%	98%	24	23	96%
Academic Content Areas							
CSET English I	5	--	--	100%	1	--	--
CSET English II	5	--	--	100%	1	--	--
CSET English III	5	--	--	100%	1	--	--
CSET English IV	5	--	--	100%	1	--	--
CSET French Subtest I	1	--	--	100%	0	--	--
CSET French Subtest II	1	--	--	100%	0	--	--
CSET French Subtest III	1	--	--	100%	0	--	--
CSET Math I	2	--	--	100%	0	--	--
CSET Math II	2	--	--	100%	0	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	3	--	--	100%	1	--	--
CSET Science I	2	--	--	99%	1	--	--
CSET Science II	2	--	--	99%	1	--	--
CSET Social Sci I	12	12	100%	100%	1	--	--
CSET Social Sci II	12	12	100%	100%	1	--	--
CSET Social Sci III	12	12	100%	100%	1	--	--
English Praxis II	2	--	--	100%	0	--	--
English S* (01)	2	--	--	99%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	26	25	96%	99%	3	--	--
Other Content Areas							
CSET MSE I	58	56	97%	100%	1	--	--
CSET MSE II	58	56	97%	100%	1	--	--
CSET MSE III	58	57	98%	100%	1	--	--
CSET Physical Education Subtest I	1	--	--	97%	0	--	--
CSET Physical Education Subtest II	1	--	--	97%	0	--	--
CSET Physical Education Subtest III	1	--	--	97%	0	--	--
MSAT (0140 + 0151)	6	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	2	--	--	98%	0	--	--
Physical Education S* (09)	3	--	--	97%	0	--	--
Aggregate	68	65	96%	99%	1	--	--
Summary Totals and Pass Rate	155	150	97%	98%	29	28	97%

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

Institution/Program: University of San Francisco

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	96	96	100%	100%	13	13	100%
Aggregate	96	96	100%	100%	13	13	100%
Professional Knowledge/Pedagogy							
RICA	72	72	100%	99%	13	13	100%
Aggregate	72	72	100%	99%	13	13	100%
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
English Praxis II	4	--	--	100%	0	--	--
English S* (01)	4	--	--	99%	0	--	--
Math Praxis II (0063 + 0064)	3	--	--	99%	0	--	--
Math S* (02)	3	--	--	98%	0	--	--
Physics S* (04 + 08)	1	--	--	100%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	5	--	--	97%	0	--	--
Social Science S* (03)	5	--	--	99%	0	--	--
Aggregate	14	14	100%	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	50	50	100%	100%	0	--	--
Aggregate	50	50	100%	99%	0	--	--
Summary Totals and Pass Rate	96	96	100%	99%	13	13	100%

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

Institution/Program:	University of San Francisco

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2006,The USC Rossier School of Education begins its third cohort of 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.

An electronic portfolio system continues to 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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	60	60	
Single Subject Candidates	14	14	
Education Specialist Candidates			
Totals	74	74	

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	60	60	
Single Subject Candidates	14	14	
Education Specialist Candidates			
Totals	74	74	

Institution/Program:	University of Southern California

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

Number of Supervising Teachers During 2004-2005
(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	3		
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities	3		
Education Specialist Programs			
In Academic Positions with Rights and Responsibilities			
In Non-Academic Positions without Rights and Responsibilities			

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

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

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

Institution/Program:	University of Southern California

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

Duration of Required Candidate Participation in Supervised Student Teaching During 2004-2005

	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			

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: University of Southern California

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	62	61	98%	100%	0	--	--
Aggregate	62	61	98%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	52	52	100%	98%	0	--	--
Aggregate	52	52	100%	98%	0	--	--
Academic Content Areas							
CSET Sci III Bio/Life	1	--	--	100%	0	--	--
CSET Sci III Physics	1	--	--	100%	0	--	--
CSET Science I	2	--	--	99%	0	--	--
CSET Science II	2	--	--	99%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	52	51	98%	100%	0	--	--
CSET MSE II	52	50	96%	100%	0	--	--
CSET MSE III	52	52	100%	100%	0	--	--
MSAT (0140 + 0151)	2	--	--	99%	0	--	--
Aggregate	54	52	96%	99%	0	--	--
Summary Totals and Pass Rate	62	60	97%	98%	0	--	--

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

Institution/Program: University of Southern California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	75	75	100%	100%	0	--	--
Aggregate	75	75	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	60	60	100%	99%	0	--	--
Aggregate	60	60	100%	99%	0	--	--
Academic Content Areas							
CSET Social Sci I	1	--	--	100%	0	--	--
CSET Social Sci II	1	--	--	86%	0	--	--
CSET Social Sci III	1	--	--	71%	0	--	--
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Korean S* (25)	1	--	--	100%	0	--	--
Math Praxis II (0063 + 0064)	1	--	--	99%	0	--	--
Math S* (02)	1	--	--	98%	0	--	--
Soc. Studies Praxis II (0082 + 0083)	3	--	--	97%	0	--	--
Social Science S* (03)	4	--	--	99%	0	--	--
Aggregate	7	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	18	18	100%	100%	0	--	--
Aggregate	18	18	100%	99%	0	--	--
Summary Totals and Pass Rate	75	75	100%	99%	0	--	--

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

Institution/Program:	University of Southern California

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: University of the Pacific

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

The Gladys L. Benerd School of Education at the University of the Pacific prepares thoughtful, reflective practitioners at undergraduate, Master's, and doctoral degree levels for service to diverse school populations. School of Education faculty strive to research the needs of schools and communities and foster the intellectual and ethical development of professional education candidates through personalized learning experiences.

Our degree and credential programs in Multiple Subject, Single Subject, Mild/Moderate and Moderate/Severe Disabilities, and B/CLAD prepare candidates to teach all students in California schools. Single Subject content areas include English, Social Sciences, Mathematics, Sciences, Physical Education, Spanish, and Music. Undergraduate candidates complete a Liberal Studies major or a Single Subject content major, along with professional education coursework, during a four-year bachelor's degree program. Graduate candidates can pursue an M.Ed. to complete a preliminary credential. All teacher education programs emphasize content expertise, pedagogical skills, (especially with culturally diverse and special needs children and youth), teaching literacy and reading, instructional assessment skills, classroom technology skills, and commitment to teaching in public schools. Candidates benefit from field experiences and student teaching assignments in K-12 classrooms, primarily in ten school districts in the Stockton area of San Joaquin county. These schools reflect the richness and growth of ethnic, linguistic, and economic diversity in California's Central Valley. All programs in the School of Education, baccalaureate through doctorate, are accredited by the CCTC and NCATE.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

The Benerd School of Education successfully completed accreditation review by the CCTC and NCATE after a joint CCTC and NCATE team visit in March 2004. The Unit Accreditation Board for NCATE granted full accreditation for the unit and programs at its October 2004 meeting.

The MS program with the Comprehensive Teacher Education Institute grant with the Lodi Unified School District received a grant award from the CDE to continue collaboration in MS Teacher Preparation for early field experiences, student teaching placements, preparation of cooperation teachers, professional development forums for cooperating teachers and student teachers, and program formative assessment.

The Department used data from the CSU Institutional survey, feedback from cooperating teachers and student teachers, and our faculty members' reflection on courses, particularly courses in "Teaching and Assessment," "Teaching English Learners," and "Teaching Exceptional Learners" to change some of the fieldwork requirements and to improve the collection of course related assignments and assessments to review our teacher education candidates' knowledge and skill development.

A new dean of education was recruited, Dr. Lynn G. Beck. One new faculty member was successfully recruited in elementary reading/language arts and linguistics.

A new Special Education undergraduate liberal studies major and professional education course sequence was implemented for credentials in Mild/Moderate or Moderate/Severe Disabilities and is being reviewed for improvements after its first year.

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 2004-2005

The School of Education developed a unified assessment plan for the School in response to a weakness in meeting one of the standards for NCATE. Teams of faculty members are meeting with colleagues at selected universities in California to find out about their electronic portfolio and teacher candidates' work storage programs. We are investigating ways to score students' work which can be submitted electronically and be scored by one or more faculty or K-12 professionals. We are investigating models from other universities and from the research literature for rubrics for improving our assessment of candidates for their understanding of our conceptual framework, the California Teaching Performance Expectations, and the former California Standards for the Teaching Profession. We are investigating options for Teaching Performance Assessments, such as the ETS developed protocols, protocols developed by a consortium of universities in California, called PACT, or other models for assessment. We are developing protocols for and means for electronic submission of candidates' evidence of childrens' learning.

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	126	126	0
Single Subject Candidates	98	94	4
Education Specialist Candidates	13	10	3
Totals	237	230	7

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	40	40	0
Single Subject Candidates	21	17	4
Education Specialist Candidates	3	0	3
Totals	64	57	7

Institution/Program:	University of the Pacific

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

Number of Supervising Teachers During 2004-2005
(Includes full-time and part-time supervisors)

	Student Teacher Supervisors	University Intern Teacher Supervisors	District Intern Teacher Supervisors
Multiple Subject Programs	6	0	0
In Academic Positions with Rights and Responsibilities	3	0	0
In Non-Academic Positions without Rights and Responsibilities	3	0	0
Single Subject Programs	8	4	0
In Academic Positions with Rights and Responsibilities	7	2	0
In Non-Academic Positions without Rights and Responsibilities	1	2	0
Education Specialist Programs	0	1	0
In Academic Positions with Rights and Responsibilities	0	1	0
In Non-Academic Positions without Rights and Responsibilities	0	0	0

Ratios Between Student Teachers and Full-time Supervisors of Student Teachers During 2004-2005*

	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	27 :1	0 :1
Education Specialist Programs	0 :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 2004-2005

	Average Hours per Week	Minimum Weeks Required	Total Minimum Hours
Multiple Subject Programs	45	16	720
Single Subject Programs	45	16	720
Education Specialist Programs	45	16	720

Duration of Required Candidate Participation in Intern Programs in 2004-2005

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

Institution/Program: University of the Pacific

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	57	57	100%	100%	7	--	--
Aggregate	57	57	100%	100%	7	--	--
Professional Knowledge/Pedagogy							
RICA	33	32	97%	98%	2	--	--
Aggregate	33	32	97%	98%	2	--	--
Academic Content Areas							
Art Praxis II (0131 + 0132)	1	--	--	94%	0	--	--
Art S* (12)	1	--	--	97%	0	--	--
CSET English I	1	--	--	100%	1	--	--
CSET English II	1	--	--	100%	1	--	--
CSET English III	1	--	--	100%	1	--	--
CSET English IV	1	--	--	100%	1	--	--
CSET Math I	0	--	--	100%	1	--	--
CSET Math II	0	--	--	100%	1	--	--
CSET Math III	0	--	--	92%	1	--	--
CSET Social Sci I	3	--	--	100%	0	--	--
CSET Social Sci II	3	--	--	100%	0	--	--
CSET Social Sci III	3	--	--	100%	0	--	--
Aggregate	5	--	--	99%	2	--	--
Other Content Areas							
CSET MSE I	14	14	100%	100%	0	--	--
CSET MSE II	14	14	100%	100%	0	--	--
CSET MSE III	14	14	100%	100%	0	--	--
Phys. Educ. Praxis Test II	1	--	--	98%	1	--	--
Physical Education S* (09)	1	--	--	97%	1	--	--
Aggregate	15	15	100%	99%	1	--	--
Summary Totals and Pass Rate	57	56	98%	98%	7	--	--

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

Institution/Program: University of the Pacific

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	49	49	100%	100%	18	18	100%
Aggregate	49	49	100%	100%	18	18	100%
Professional Knowledge/Pedagogy							
RICA	33	33	100%	99%	6	--	--
Aggregate	33	33	100%	99%	6	--	--
Academic Content Areas							
English Praxis II	0	--	--	100%	1	--	--
English S* (01)	0	--	--	99%	1	--	--
Soc. Studies Praxis II (0082 + 0083)	1	--	--	97%	1	--	--
Social Science S* (03)	1	--	--	99%	1	--	--
Spanish S* (10)	0	--	--	100%	2	--	--
Spanish: Analysis Praxis II (0193)	0	--	--	89%	2	--	--
Spanish: Skills Praxis II (0192)	0	--	--	93%	2	--	--
Aggregate	1	--	--	98%	4	--	--
Other Content Areas							
MSAT (0140 + 0151)	5	--	--	100%	1	--	--
Aggregate	5	--	--	99%	1	--	--
Summary Totals and Pass Rate	49	49	100%	99%	18	18	100%

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

Institution/Program:	University of the Pacific

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 in a Program Which Included Supervised Student Teaching or Internship Teaching

	Totals	Programs with Supervised Student Teaching	Programs with Internship Teaching
Multiple Subject Candidates	38	38	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	60	60	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	38	38	0
Single Subject Candidates	22	22	0
Education Specialist Candidates	0	0	0
Totals	60	60	0

Institution/Program:	Vanguard University of Southern California

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

Number of Supervising Teachers During 2004-2005
(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	3	0	0
In Non-Academic Positions without Rights and Responsibilities	10	0	
Single Subject Programs	10	0	0
In Academic Positions with Rights and Responsibilities	5	0	0
In Non-Academic Positions without Rights and Responsibilities	5	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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Vanguard University of Southern California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	59	59	100%	100%	0	--	--
Aggregate	59	59	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	38	38	100%	98%	0	--	--
Aggregate	38	38	100%	98%	0	--	--
Academic Content Areas							
CSET English I	2	--	--	100%	0	--	--
CSET English II	2	--	--	100%	0	--	--
CSET English III	2	--	--	100%	0	--	--
CSET English IV	2	--	--	100%	0	--	--
CSET Math I	3	--	--	100%	0	--	--
CSET Math II	3	--	--	100%	0	--	--
CSET Math III	2	--	--	92%	0	--	--
CSET Social Sci I	4	--	--	100%	0	--	--
CSET Social Sci II	4	--	--	100%	0	--	--
CSET Social Sci III	4	--	--	100%	0	--	--
Music Praxis II (0111 + 0112)	1	--	--	96%	0	--	--
Music S* (13)	1	--	--	100%	0	--	--
Aggregate	10	9	90%	99%	0	--	--
Other Content Areas							
CSET MSE I	28	28	100%	100%	0	--	--
CSET MSE II	28	28	100%	100%	0	--	--
CSET MSE III	28	28	100%	100%	0	--	--
Aggregate	28	28	100%	99%	0	--	--
Summary Totals and Pass Rate	60	59	98%	98%	0	--	--

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

Institution/Program: Vanguard University of Southern California

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	45	45	100%	100%	0	--	--
Aggregate	45	45	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	30	30	100%	99%	0	--	--
Aggregate	30	30	100%	99%	0	--	--
Academic Content Areas							
English Praxis II	1	--	--	100%	0	--	--
English S* (01)	1	--	--	99%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	13	13	100%	100%	0	--	--
Aggregate	13	13	100%	99%	0	--	--
Summary Totals and Pass Rate	45	45	100%	99%	0	--	--

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

Institution/Program:	Vanguard University of Southern California

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 provided for our students.

Institution/Program: Western Governor's University

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

New Initiatives to Improve Program Excellence or Effectiveness that Were Not Yet in Place in 2004-2005

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 areas.

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

www.wgu.edu

Institution/Program: Western Governor's University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

	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 2004-2005

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	2	--	--	100%	1	--	--
Aggregate	2	--	--	100%	1	--	--
Professional Knowledge/Pedagogy							
RICA	1	--	--	98%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	0	--	--
CSET Math II	1	--	--	100%	0	--	--
CSET Sci III Physics	0	--	--	100%	1	--	--
Aggregate	1	--	--	99%	1	--	--
Other Content Areas							
CSET MSE I	1	--	--	100%	0	--	--
CSET MSE II	1	--	--	100%	0	--	--
CSET MSE III	1	--	--	100%	0	--	--
Aggregate	1	--	--	99%	0	--	--
Summary Totals and Pass Rate	2	--	--	98%	1	--	--

**Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because 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 2001-2002 Cohort Update

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program:	Western Governor's University

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(Annual Report Pursuant to Federal HEA, Title II, Section 207)

Institution/Program: Westmont College

Part A: Optional Qualitative Information about Each Teacher Preparation Program

Institutional Mission and Context for Teacher Preparation Programs:

Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.

DEFINING PRESUPPOSITIONS OF TEACHER EDUCATION AT WESTMONT COLLEGE

Teacher Education is a developmental process. Both learning and teaching are developmental in nature. Therefore, learning experiences must be meaningful and must intentionally contribute to the learner's lifelong cognitive, moral and personal development.

Teacher Education should be reflective, integrational and balanced in nature. The best teachers are the best learners. They are able to make their own and their students' intellectual scaffolding. They do not throw aside time tested strategies as new approaches appear on the horizon, but rather evaluate and integrate to achieve an effective balance.

Teacher Education must embrace all learners. Effective teachers recognize that they are called to meet the needs of all the students in their classroom regardless of ethnic, linguistic, racial, socioeconomic diversity and special needs.

Teacher Education must embrace the moral dimensions of teaching. Teaching is essentially a moral endeavor. An effective teacher needs a personal sense of vocational calling. She/He must be motivated by a sense of passion for teaching/learning and be concerned with shaping an ethical community within the classroom and the school environment.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

PROGRAM DISTINCTIVES OF TEACHER EDUCATION AT WESTMONT COLLEGE

Small is good: Teacher Education at Westmont is characterized by a small full time faculty who share responsibility for advising, teaching core curriculum and supervising student teachers. Cohorts of candidates are small as well, never more than 30 to 35 in the one year program.

Connectedness is essential: Because the department is small, the faculty can provide connectedness in the following ways:

The Education Department is coherently connected to the College as a whole and finds the context of the Christian liberal arts an effective, supportive growing ground for teacher education.

Faculty in teacher preparation have chosen to work as a team. We see ourselves, not as researchers and specialists, but as practitioners, generalists and team players modeling the kind of collaboration and support needed in public school faculty. We also work as a team in reviewing and evaluating work of candidates and can intervene quickly with assistance and personalized help and direction.

We intentionally provide a common central focus for teacher education based upon our shared presuppositions. We integrate our coursework emphasizing meaningful connections to presuppositions and across the curricular components. Our purpose is to provide candidates with tools needed to survive their first years of teaching and begin their growth toward becoming expert professional teachers.

We strive to develop a sense of supportive community among cohorts of students who come to know one another well. This helps to engender a secure environment in which risk taking is less threatening.

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 2004-2005

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 2004-2005 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	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	0	0	0
Totals	14	14	0

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	12	12	0
Single Subject Candidates	2	2	0
Education Specialist Candidates	0	0	0
Totals	14	14	0

Institution/Program:	Westmont College

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Westmont College

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	14	14	100%	100%	0	--	--
Aggregate	14	14	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	12	12	100%	98%	0	--	--
Aggregate	12	12	100%	98%	0	--	--
Academic Content Areas							
CSET Art Subtest I	1	--	--	100%	0	--	--
CSET Art Subtest II	1	--	--	100%	0	--	--
CSET English I	1	--	--	100%	0	--	--
CSET English II	1	--	--	100%	0	--	--
CSET English III	1	--	--	100%	0	--	--
CSET English IV	1	--	--	100%	0	--	--
Aggregate	2	--	--	99%	0	--	--
Other Content Areas							
CSET MSE I	12	12	100%	100%	0	--	--
CSET MSE II	12	12	100%	100%	0	--	--
CSET MSE III	12	12	100%	100%	0	--	--
Aggregate	12	12	100%	99%	0	--	--
Summary Totals and Pass Rate	14	14	100%	98%	0	--	--

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

Institution/Program: Westmont College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	11	11	100%	100%	0	--	--
Aggregate	11	11	100%	100%	0	--	--
Professional Knowledge/Pedagogy							
RICA	10	10	100%	99%	0	--	--
Aggregate	10	10	100%	99%	0	--	--
Academic Content Areas							
Biology Praxis II (0233 + 0433)	1	--	--	98%	0	--	--
Biology S* (04 + 05)	1	--	--	98%	0	--	--
Aggregate	1	--	--	98%	0	--	--
Summary Totals and Pass Rate	11	11	100%	99%	0	--	--

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

Institution/Program:	Westmont College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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 2004-2005

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 2004-2005

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 2004-2005 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	57	1
Single Subject Candidates	57	39	18
Education Specialist Candidates			
Totals	115	96	19

Numbers of Candidates in Supervised Student Teaching/Internship Teaching During 2004-2005

	Totals	Admitted Candidates in Supervised Student Teaching	Admitted Candidates in Internship Teaching
Multiple Subject Candidates	23	22	1
Single Subject Candidates	28	10	18
Education Specialist Candidates			
Totals	51	32	19

Institution/Program: Whittier College

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

Number of Supervising Teachers During 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

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

Institution/Program: Whittier College

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

Test Field/Category	Regular Program Completers				Alternative Route Completers		
	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	33	33	100%	100%	19	19	100%
Aggregate	33	33	100%	100%	19	19	100%
Professional Knowledge/Pedagogy							
RICA	22	22	100%	98%	1	--	--
Aggregate	22	22	100%	98%	1	--	--
Academic Content Areas							
CSET Math I	1	--	--	100%	1	--	--
CSET Math II	1	--	--	100%	1	--	--
CSET Math III	1	--	--	92%	0	--	--
CSET Sci III Bio/Life	0	--	--	100%	2	--	--
CSET Sci III Chemistry	0	--	--	100%	1	--	--
CSET Science I	0	--	--	99%	2	--	--
CSET Science II	0	--	--	99%	2	--	--
CSET Social Sci I	3	--	--	100%	2	--	--
CSET Social Sci II	3	--	--	100%	2	--	--
CSET Social Sci III	3	--	--	100%	2	--	--
CSET Spanish Subtest I	1	--	--	100%	0	--	--
CSET Spanish Subtest II	1	--	--	100%	0	--	--
CSET Spanish Subtest III	1	--	--	100%	0	--	--
Spanish S* (10)	1	--	--	100%	0	--	--
Spanish: Analysis Praxis II (0193)	1	--	--	92%	0	--	--
Spanish: Skills Praxis II (0192)	1	--	--	98%	0	--	--
Aggregate	6	--	--	99%	6	--	--
Other Content Areas							
CSET MSE I	15	15	100%	100%	1	--	--
CSET MSE II	15	15	100%	100%	1	--	--
CSET MSE III	15	15	100%	100%	1	--	--
MSAT (0140 + 0151)	1	--	--	99%	0	--	--
Phys. Educ. Praxis Test II	0	--	--	98%	1	--	--
Physical Education S* (09)	0	--	--	97%	1	--	--
Aggregate	16	16	100%	99%	2	--	--
Summary Totals and Pass Rate	33	33	100%	98%	19	19	100%

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

Institution/Program: Whittier College

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

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	33	33	100%	100%	27	27	100%
Aggregate	33	33	100%	100%	27	27	100%
Professional Knowledge/Pedagogy							
RICA	19	19	100%	99%	27	27	100%
Aggregate	19	19	100%	99%	27	27	100%
Academic Content Areas							
Soc. Studies Praxis II (0082 + 0083)	2	--	--	97%	0	--	--
Social Science S* (03)	2	--	--	99%	0	--	--
Aggregate	2	--	--	98%	0	--	--
Other Content Areas							
MSAT (0140 + 0151)	1	--	--	100%	15	15	100%
Aggregate	1	--	--	99%	15	15	100%
Summary Totals and Pass Rate	33	33	100%	99%	27	27	100%

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

Institution/Program:	Whittier College

Part D: Accreditation Status of the Teacher Preparation Program

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

Institutional Report of Teacher Preparation Programs in 2004-2005
(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.

The Credentials with Character (CWC) program is also offered in a post-baccalaureate format of 34 units to be completed in three or more semesters. The post-baccalaureate program includes three faith-based courses.

The CWC program has a heavy emphasis on field experience. The students begin observations in the freshman year, followed by initial student teaching in the sophomore and junior years and culminates with 12 units of student teaching during their senior year.

Program Qualities that Contributed to Program Excellence or Effectiveness for Candidates During 2004-2005

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 2004-2005

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

Institution/Program: William Jessup University

Part B: Quantitative Information about Each Teacher Preparation Program

Number of Candidates Who Completed One or More Courses During 2004-2005 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 2004-2005

	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 2004-2005
(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 2004-2005*

	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 2004-2005

	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 2004-2005

	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 2004-2005

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass Rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*
Basic Skills							
CBEST	0	--	--	100%	0	--	--
Aggregate	0	--	--	100%	0	--	--
Summary Totals and Pass Rate	0	--	--	98%	0	--	--

**Pass rates are not calculated for programs with less than ten candidates. Caution should be exercised when analyzing pass rates because 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 2001-2002 Cohort Update

	Regular Program Completers				Alternative Route Completers		
Test Field/Category	Number Tested	Number Passed	Pass rate*	Statewide pass rate	Number Tested	Number Passed	Pass rate*

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

Institution/Program:	William Jessup University

Part D: Accreditation Status of the Teacher Preparation Program

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