

**Accreditation Visit for Professional Preparation Programs at
Fresno County Office of Education
May 20, 2009**

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at the Fresno County Office of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

**Common Standards and Program Standard Decisions
For all Programs offered by the Institution**

	Standard Met	Met with Concerns	Not Met
Standard 1: Education Leadership	X		
Standard 2: Unit and Program Assessment and Evaluation		X	
Standard 3: Resources	X		
Standard 4: Faculty and Instructional Personnel	X		
Standard 5: Admission	X		
Standard 6: Advice and Assistance			X
Standard 7: Field Experience and Clinical Practice	N/A		
Standard 8: District Employed Supervisors	N/A		
Standard 9: Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards/Guidelines		
		Met	Met with Concerns	Not Met
Designated Subjects: Adult Education	19	17	2	0
Designated Subjects: Vocational/Career Technical Education	19	16	3	0
Supervision and Coordination	6	6	0	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Fresno County Office of Education

Dates of Visit: May 14-17, 2009

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of Accreditation with Stipulations was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The total team reviewed each element of the nine Common Standards and decided as to whether the standard was met, not met, or met with concerns. Five Common Standards are 'Met;' one Common Standard is 'Not Met;' and one Common Standard is 'Met with Concerns;' and two Common Standards are not applicable to this institution.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for each of the programs. Following these discussions of each program reviewed, the total team considered whether the program standards were met, met with concerns or not met. In the Designated Subjects: Adult Education Credential Program, all standards are 'Met' except for 2 standards which are 'Met with Concerns.' In the Designated Subjects: Career Technical Education/Vocational Education Teaching Credential Program, all program standards are 'Met' except for 3 standards which are 'Met with Concerns.' In the Designated Subjects Supervision and Coordination Credential Program, all guidelines 'Met.'

Overall Recommendation –

Due to the fact that only one Common Standard is not met and one Common Standard is met with Concerns, two program standards are met with concerns in the Adult Education Program, and three program standards are met with concerns in the Career Technical Education Program, the team reached consensus on the recommendation of **Accreditation with Stipulations**.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Designated Subjects: Adult Education Credential
- Designated Subjects: Vocational (Career Technical) Education Teaching Credential
- Designated Subjects Supervision and Coordination Credential
- Designated Subjects Special Subjects Credential

Staff recommends that:

- The institution submit evidence that a comprehensive and unit-wide assessment and evaluation system that addresses all approved credential programs has been developed and guides program improvements.
- That the institution submit evidence that candidates advisement is systematic and documented and that the appeals process is clearly defined for candidates through a student handbook.
- That the institution submit evidence that it has addressed the three standards that are less than fully met for the Career Technical Education and the Adult Education Teacher Preparation Programs.
- That the institution submit a program proposal addressing the 2008 CTE Program Standards.

Accreditation Team

Team Leader and Common Standards: **Glen Casey**
California Polytechnic State University, San Luis Obispo

Basic/Teaching Programs Cluster: **Marilyn Cothran**
Simi Unified School District

Kay Orrell
Business Education Resource Consortium

Staff to the Visit Helen Hawley, Consultant

Documents Reviewed

Institutional Self Study	Program Evaluation Data
University Catalog	Candidate Work Samples
Course Syllabi	Program Budgets
Candidate Files	Faculty Vitae
Course Materials	Biennial Report
Course Evaluation Results	Website
Information Brochures	

Interviews Conducted

	Common Standards	Teaching Cluster	Advanced/ Cluster	TOTAL
Program Faculty	10	20	2	32
Institutional Administration	5			5
Candidates	14	58		72
Graduates	19	22	4	45
Employers of Graduates	11	4		15
Supervising Practitioners				0
Advisors				0
School Administrators	14	4		18
Credential Analysts and Staff		3		3
Advisory Committee	5	5	1	11

	Common Standards	Teaching Cluster	Advanced/ Cluster	TOTAL
			Totals	202

Note: In some cases, individuals were interviewed by more than one team member (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background information

Fresno County Office of Education is the program sponsor for the Designated Subjects Credential Programs for Vocational Education, Adult Education, and Supervision and Coordination. Additionally, the program is a collaborative effort that includes five county offices of education within Region 7 (Fresno, Kings, Madera, Mariposa, and Tulare). Fresno Pacific University is the program provider for the coursework.

The Fresno County Office of Education (FCOE) is one of the 58 county offices in the public education system. The FCOE provides a support infrastructure for the 34 school districts, 323 traditional school sites, 29 charter schools, and 190,863 students. FCOE fulfills statutory mandates to audit school district budgets, register teacher credentials, complete employee background checks, certify school attendance records, and develop county-wide programs to serve special student populations.

The Fresno County Superintendent of Schools is an elected position for a four-year term and serves as the chief administrative officer, employer, and developer of programs and services as authorized by state statute or determined by needs or requests. The County Superintendent of Schools has direct oversight responsibilities for approving and assuring school district budgets, calling school district elections, and assisting with school district emergencies by providing necessary services. Additional services include staff development and technical assistance to ensure compliance with the Education Code and federal laws. Teacher assignments in Fresno County districts are monitored for compatibility with credential authorization and for compliance on a four-year cycle unless required by Williams compliance which is on an annual basis.

Evidence from documents and interviews with program and institutional leadership indicates that educational endeavors at FCOE are based on a board-adopted Mission Statement which was established with community input. FCOE’s adopted Mission “supports strong academic programs, career technical education, and the arts as we work to create a culture-rich society where the whole child is important. FCOE will continue to provide support to meet the challenges of the 21st Century and help our students become successful in the new global economy.” FCOE is currently in the process of revising its Designated Subjects Vocational Education Program to meet the new Designated Subjects Career Technical Education Standards (2008).

Credential Programs

In addition to providing professional development to school personnel and direct services to P-Adult students, FCOE has established programs leading to Designated Subjects Teaching and Supervision/Coordination Credentials. All three of FCOE’s credential programs work to foster its mission and goals. While the populations that the Designated Subjects programs serve are perceived as unique, the Designated Subjects Teaching Credentials Programs are housed within the Educational Services Division, specifically assigned to Human Resources/Credentials. This division’s other units provide direct services to P-Adult students. These programs include

Juvenile Court and Community Schools (JCCS), Safe Schools, Pupil Personnel Services, Migrant Education, the Regional Occupational Program (ROP), and Special Education.

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FCOE’s Designated Subjects Credential ~ LEA is approved to offer three educator preparation programs: Vocational/Career Technical Education, Adult Education and Supervision and Coordination. They also are able to recommend for Special Subjects credentials. Special Subjects Credential authorizes teaching under certain areas of specialized expertise (aviation flight and ground instruction, ROTC and basic military drill, and driver education and training). These credentials have the same initial requirements as other CTE credentials except that they also require a license in the area of expertise. Special Subjects credentials also have the same teacher education program requirements as the CTE credentials. The programs serve 34 Fresno county school districts with ROP, Adult Education, and Reserve Officer Training Corp (ROTC) programs as well as 6 neighboring counties. They also provide credentialing services to a number of career technical education teachers employed by Department of Correction institutions in other counties, a few ROTC teachers in other counties, as well as a few teachers not currently employed or employed in other types of agencies.

Unlike most other credential preparation programs, Designated Subjects Adult Education and Vocational/Career Technical Education candidates are issued preliminary credentials and can begin teaching before they have completed any teaching methods coursework. Currently, candidates have up to two years to complete Level I requirements and an additional three years to complete Level II requirements to qualify for clear credentials. Table 2 includes clear credentials granted in 2007-08 and preliminary credentials issued in 2007-08 and 2008-2009.

Table 1

Table 2. Adult and Vocational/Career Technical Education Preliminary and Clear Credentials Issued

Program		Preliminary Credentials		Clear Credentials	
		2007 – 2008	2008 – 2009	2007 – 2008	2008 – 2009
Adult Education	Full-Time	75	32	7	7
	Part-Time	24	8	1	0
Vocational Education	Full-Time	101	18	10	9
	Part-Time	15	6	0	2
Career Technical Education	Full-Time	71	43	6	1
	Part-Time	9	3	0	0
Supervision and Coordination	Full-Time	3	2	2	1
	Part-Time	0	0	0	0
Total Applications		298	112	26	20

The Visit

The visit to the Fresno County Office of Education began on Thursday, May 14, 2009, at 12:00 p.m. when team members first met at the hotel. Following the team meeting, a poster session/reception was held at the hotel. At this time, team members met with County Office administrators and program coordinators and shared information about programs. Interviews and examination of documents occurred on Thursday, Friday, and Saturday. Four classrooms were visited on Friday and Saturday. The team met with County Office administrators and program coordinators on Saturday morning at 8:00 a.m. for the mid-visit report. On Saturday afternoon and evening the team met to discuss all standards and programs. Consensus was reached on all standard findings with a resulting accreditation recommendation. The Exit Report was shared on the campus at 11:00 a.m. on Sunday, May 17, 2009.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

As program sponsor, the Fresno County Superintendent has oversight authority of all credential programs. The three Designated Subjects credential programs (Adult Education, Career Technical Education, and Supervision and Coordination) are administered by the Human Resources/Credentials Division of the Fresno County Office of Education (FCOE). Evidence from documents and interviews with program and institutional leadership indicates that the program sponsor's established mission and goals provide a framework for administration in a manner responsive to California's adopted standards. Further, the mission and goals of the program provider, Fresno Pacific University (FPU) School of Education, align with the FCOE's research-based vision.

Evidence from documents and interviews with program and institutional leadership indicates that programs are designed and organized with the involvement of FPU faculty members, FCOE administrators, regional occupation programs (ROP) faculty and administrators, and juvenile and adult correctional services faculty and administrators. In addition the FCOE Advisory Committee, recently reactivated, is actively involved in programmatic decision-making as well as engaging in strategic planning to address the 2008 Career Technical Education Program Standards.

Evidence from candidate files clearly indicates that the FCOE implements and monitors a credential recommendation process that ensures that candidates have met all credential requirements. The FCOE Credential Office maintains detailed files of candidates' preliminary and clear credential applications and documents completed requirements are verified by the program provider. These data are regularly made available to the Advisory Committee at their meetings to guide program leadership.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program complete performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The Advisory Committee meets regularly and provides input to unit evaluation and improvement including review of course evaluations. The program has begun planning for the new Career Technical Education Program and is developing a data management structure that will inform the

overall program assessment system. Through interviews with community constituents and employers, the team found evidence of informal evaluation. Interviews with program administrators indicate that plans are being made to provide an evaluation system that includes input from different constituencies.

Currently, faculty evaluations are completed for each course with two or three questions related to course content. Faculty uses the evaluations to make course adjustments. However, there is no indication of a systematic plan for data analysis and program improvement based on that data.

Rationale:

Evidence from documents and interviews with program and institutional leadership indicates that there is no formalized assessment system at the unit level for evaluation and improvement. The Advisory Committee meetings provide some opportunity for input on the programs; however, it is not a formalized system. The team found little evidence of data collection from program constituents and participants aside from instructor and course evaluations.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Evidence from documents and interviews with program and institutional leadership indicates that the credential preparation programs are allocated adequate resources for their effective operation. Program costs are paid for through a combination of tuition, categorical funds, and application and exam fees. Because FCOE offers services that include a wide variety of staff development and technical assistance to ensure compliance with the Education Code and federal law, each credential program has access to an economy of scale to enable the program sponsor and program provider to prepare candidates effectively to meet the state-adopted standards and guidelines for educator preparation. Credential programs have become integral parts of various county services, such as the juvenile courts, the local correctional facilities, and health services. Consequentially, sufficient resources are consistently allocated to each program for program coordination and assessment management; professional development and tuition. Faculty and staff receive ongoing training and support in current trends, initiatives and resources to ensure they receive timely and research-based information to best support the needs of their clients.

Evidence from documents corroborated by interviews with program faculty, staff, candidates and employers indicates that sufficient information resources and related personnel are developed and adapted to meet program and candidate needs. These programs provide direct services to P-Adult students and are full partners with the FCOE for efficient program delivery. Fresno Pacific University (FPU) pays for Designated Subjects instructors' salaries. While FPU provides some materials for courses, FCOE and employing schools make supplementary materials available. Office space is provided for full-time staff as well as for the credential analysts and

administrative assistants. Allocation of resources is distributed among the programs after input from stakeholders, faculty and staff.

Evidence from documents corroborated by interviews with program faculty, staff, candidates and employers indicates that all partners (FCOE, FPU, ROP, Corrections & other county offices of education) provide considerable support for faculty development. Moreover, interviews with candidates clearly indicate that faculty members are generally perceived as providing high-quality instruction. Instructor and course evaluation has been the responsibility of FPU. There is an MOU between FCOE and FPU. Both parties indicate that they intend to update the MOU as part of the submission to the 2008 Program Standards.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Evidence from documents corroborated by interviews with program and institutional leadership indicate that qualified persons are hired and assigned to teach the courses in the Designated Subject Credential Programs. Interviews with current program candidates as well as completers indicate that program faculty are student-centered, exemplify best practices, and are accommodating of student needs within the confines of the program. Many candidates indicated the willingness of program faculty to provide guidance and advisement on an informal basis.

Evidence from employment documents and faculty vitae corroborated by interviews with program and institutional leadership indicate that faculty are knowledgeable in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning. They come from diverse backgrounds; have experience in varied school settings; and have experience working with diverse socio-economic populations. Interviews with candidates, completers, program staff, and employing school district personnel provide clear evidence that faculty demonstrates knowledge of cultural, ethnic and gender diversity.

Interviews with candidates, completers, program staff, and employing school district personnel provide evidence that faculty have a thorough grasp of the standards, frameworks, and accountability systems that drive the curriculum of public schools. Most faculty members are, in addition to their instructional role in the program, administrators for one of the counties of the collaborating group. In that capacity, they provide professional development to school personnel and direct services to P-Adult students. This allows frequent communication and collaboration among relevant stakeholders in addressing programmatic issues, as well as in planning programmatic changes.

Evidence from interviews with program faculty indicates that faculty collaborates regularly to improve teaching, candidate learning, and educator preparation. Program faculty use course evaluations as the basis for making decisions on course revisions throughout the year. Faculty meet to analyze course evaluations for course improvement. Course evaluation data is shared with the Advisory Committee and recommendations can be made by members of that committee.

Evidence from documents, corroborated by interviews with program and institutional leadership, indicate that the institution provides support for faculty development. Interviews with candidates and completers indicate that faculty members are providing high-quality instruction. Evidence provided through interviews indicates that attention is paid to concerns of candidates regarding the quality of instruction and observations are done as warranted with prompt action taken if needed. Faculty members reported that although there were no rewards identified, they did feel recognized and supported for the work they were doing.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Evidence revealed that candidates are referred to the program by their employers at the point of hiring. Employers request the credential for individuals who meet their needs for teachers who understand the diversity of their students and have the skills and experience necessary for their classrooms. The credential analysts at FCOE greet new candidates with an application packet that comprehensively covers all of requirements to enter the program, lists the requirements for the preliminary credential, and the requirements to clear the credential. The credential analyst reviews the packet in detail with the candidate to ensure that all admission requirements have been met and that the candidate understands the course requirements that they need to complete. Detailed files of each candidate are maintained by the Human Resources/Credential Office in an electronic database. During the intake process, candidates are provided with a brochure about the program course work at Fresno Pacific University.

Standard 6: Advisement and Assistance

Standard Not Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Interviews with candidates and program completers consistently indicated that, while there are qualified staff and some faculty able to provide advice to applicants and candidates, there is no

clear, consistent or systemic advisement process available through either the FCOE or FPU. Program requirements are not clearly outlined in current documents available to applicants or candidates. When candidates do connect with FCOE credential analysts, they receive one-on-one advisement regarding Commission-adopted requirements.

Interviews with program staff and employers indicate that there is information available to guide initial and continuing candidate curriculum and/or credential advisement. However, it is not available in a single source document such as a Candidate Handbook or user-friendly web site. The team found no evidence of the program procedures and policies, such as a program handbook, other than a brochure listing the courses.

The review team could find no evidence that either the program provider or program sponsor provides support to candidates who need special assistance, or that there is a process to retain only those candidates who are suited for entry or advancement in the educational profession.

Some candidates reported that they received excellent advising from an instructor in the program that they personally connected with, but many other candidates indicated that they were confused and frustrated with no advising or direction as to the appropriate sequence for taking the courses and navigating other aspects of the program. Numerous other candidates indicated that they were puzzled about the process for waiving course work already completed in other approved programs.

Standard 7: Field Experience and Clinical Practice

Standard Not Applicable

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Standard 8: District-Employed Supervisors

Standard Not Applicable

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Standard 9: Assessment of Candidate Competence**Standard Met**

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Interviews and program documents verified that candidates are authentically assessed in alignment with clearly defined outcomes. In course work candidates develop curriculum, write lesson plans, perform teaching demonstrations, and create student assessments for the classes that they teach. Evidence from candidate files showed the quality of work they are required to perform to complete courses. The program planning team indicated that in the new Career Technical Education Program, candidates will be able to build an electronic portfolio of teaching artifacts that they produce in the program as a new means of summative assessment.

Candidates preparing to serve as teachers and other professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Evidence from the interviews and documents provided by the program indicate that through coursework, professional development, coaching and assessments, candidates meet commission-adopted competency requirements, as specified in the program standards.

Designated Subjects Adult Education Teaching Credential

Findings on Standards

The FCOE Designated Subjects Adult Education Credential Program serves Fresno County school districts, as well as numerous small, remote, and rural educational facilities. This includes Court and Department of Corrections facilities. The team found the Designated Subjects Adult Education Credential program staff and faculty to be committed and result-oriented in their transition to the new standards and to improve the services for candidates and the program. The Program is a unique and relatively new partnership with Fresno Pacific University. The partners exhibit their commitment by participating in an advisory council that provides ongoing leadership for the program. Faculty for the program are experienced educators who are highly committed to adult education.

Qualified staff is available to provide candidates with opportunities to acquire knowledge and skills within the adult education areas. The program guides candidates in developing strong teaching practice and fosters a deep sense of responsibility for students and their communities. Candidates have opportunities through authentic assignments and assessments to improve teaching practice that is strongly rooted in adult learning theory. Candidates demonstrate the ability to plan and implement a variety of assessment techniques for their students to determine the extent to which student outcomes are being met, including student learning and teacher effectiveness. The communities' needs are an ongoing consideration in the program's curriculum and instruction, including socio-economics, culture, ethnicity, and diversity. Employers hold candidates in high regard for their ability to connect with their students and provide them with relevant instruction. Faculty are conscientious and committed to turning out quality teachers for adult education.

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are fully met with the exception of the following two standards, which are **Met with Concerns**.

Standard 1: Program Design, Rationale and Coordination - Met with Concerns

Evidence collected from interviews with candidates, completers, faculty and program leadership, corroborated by program documentation, indicated that the Designated Subjects Adult Education Credential Program did not provide adequate written or verbal information on course sequencing. Candidates stated that an orientation was needed in order to successfully matriculate through the program. Inconsistent information and no identified program contact necessitated an informal and inconsistent process for advising students as to the appropriate sequence for taking the courses.

Standard 11: Instructional Techniques - Met with Concerns

Evidence from interviews and documents indicate concerns with the instructional technologies, general and specialized uses of computers. The course on Computer Technology (DSE 311) focuses on creating documents in Word, using Excel for grade keeping, and developing PowerPoint slides. Candidates consistently reported that content needed to be updated and programs presented that would add to the use of pedagogical technology to enhance instructional strategies for the classroom. Suggestions included Blackboard, Moodle and current gradebook programs.

Designated Subjects Vocational Education Teaching Credential

Findings on Standards

The FCOE Designated Subjects Educator Preparation Program is experiencing a transition from Vocational Education to Career Technical Education. The California State Board of Education adopted the Career Technical Education (CTE) Standards in May 2005 and the CTE Framework was adopted in January 2007. The CTE Standards integrate California's rigorous academic content standards with industry-specific knowledge and skills to prepare students both for direct entry into California's industry sectors and for postsecondary education. The framework demonstrates how curricula can be integrated to provide our students with rigor and relevance in both academic and CTE knowledge and skills. These two documents brought about the development and approval of the new Career Technical Education Designated Subjects Credential Program. These standards were approved by the Commission in August 2008.

As of October 2007, each candidate's Designated Subjects Career Technical Education teaching credential subject areas are chosen from the CTE's 15 sectors. Over the next four years Designated Subjects Educator Preparation Programs will be transitioning from the old Vocational Education credential requirements to the new CTE credential requirements. The Commission began issuing the Designated Subjects CTE Credentials in October 2007, while ceasing the initial issuance of the Designated Subjects Vocational Education Teaching Credentials on November 1, 2007. Holders of Designated Subjects Vocational Education Teaching Credentials issued prior to November 1, 2007 may continue to renew those credentials. This transition includes the new CTC accreditation process for CTE Designated Subjects Educator Preparation Program.

FCOE currently collaborates with five counties in Region 7 and Fresno Pacific University provides curriculum that meets the Level 1 and Level II standards for Designated Subjects Credentials in Vocational Education. This curriculum provides a two-tiered structure of teaching methodology coursework that includes instructional components of vocational teacher education. Qualified staff is available to provide candidates with opportunities to acquire teaching methodologies and skills necessary for vocational education instruction. Each candidate prepares unit and lesson plans that include goals, objectives, and student assessments instruments that are defined in the course syllabi. Candidates are prepared in the program coursework to develop curriculum assessments in traditional forms, such as multiple choice and short essay assessments, as well as performance-based and authentic assessments. For CTE these include projects and products directly applicable to the particular vocational content area, such as assembly of an automobile engine or creating graphic designs.

After review of the institutional report and supporting documentation and conducting interviews with candidates, completers, faculty, and employers, the team determined that all Program Standards were met with the exception of three that are **Met with Concerns**.

Standard 1: Program Design, Rationale and Coordination - Met with Concerns

Evidence collected from interviews with candidates, completers, faculty and program leadership and corroborated by program documentation indicated that the Designated Subjects Vocational Education Credential Program did not provide adequate written or verbal information on course sequencing. Candidates stated that an orientation was needed in order to successfully matriculate through the program. Inconsistent information and no identified program contact necessitated an

informal and inconsistent process for advising students as to the appropriate sequence for taking the courses.

Standard 11: Instructional Techniques - Met with Concerns

Evidence from interviews and documents indicate concerns with the instructional technologies, general and specialized uses of computers. The course on Computer Technology (DSE 311) focuses on creating documents in Word, using Excel for grade keeping, and developing PowerPoint slides. Candidates consistently reported that content needed to be updated and programs presented that would add to the use of pedagogical technology to enhance instructional strategies for the classroom. Suggestions included Blackboard, Moodle and current gradebook programs.

Standard 14: Teaching Students with Special Needs - Met with Concerns

Evidence from interviews and documents indicate that candidates are given the opportunity to engage in multicultural study and experiences throughout the program. Information has been embedded in all courses for working with the English Language Learner.

Evidence from interviews and documents indicate that descriptions of students with Special Needs are provided within the course structure. However, interviews with candidates indicated that there was little instruction in the use of instructional strategies, activities and materials to support students with Special Needs or opportunities to apply the information.

Designated Subjects Supervision and Coordination Credential

Findings on Guidelines

The Supervision and Coordination Program is small, serving only a few candidates at any time. This allows for a natural cohort environment for the candidates. The program provides the opportunity for candidates to perform authentic assessments directly related to their current or planned job assignments.

As program sponsor, the Fresno County Superintendent has oversight authority of all credential programs. The Supervision and Coordination credential is administered by the Human Resources/Credentials Division of the FCOE. In addition, evidence from documents and interviews with program completers and institutional leadership indicates that the program is designed and organized with the involvement of FPU faculty members, FCOE administrators, and ROP faculty and administrators. Further, the FCOE Advisory Committee, recently reactivated, is actively involved in programmatic decision-making as well as engaging in strategic planning to address the 2008 Career Technical Education Program Standards.

Candidate files clearly indicate that the FCOE implements and monitors a credential recommendation process that ensures that candidates have met all credential requirements. The program provides candidates with key assignments designed to apply skills and knowledge related to the purposes, characteristics, and activities of vocational and non-vocational Designated Subjects programs. Through an extensive program of reading, analysis, and discussion candidates reflect and apply administrative and leadership skills and knowledge related to program supervision and coordination.

Key assignments are designed to apply skills and knowledge related to planning, organization and management of Designated Subjects programs. Through an extensive program of reading, analysis, and discussion candidates reflect and apply administrative and leadership skills and knowledge related to program policies and procedures, budgeting, and personnel issues. In addition, community and advisory processes, procedures and activities are assigned, assessed and discussed as are principles of student leadership and development.

Through an extensive program of reading, analysis, and discussion candidates reflect and apply administrative and leadership skills and knowledge related to personnel selection processes, personnel evaluation procedures, staff development, human relations and supervision processes. Procedures and activities are assigned, assessed and discussed. Key assignments are designed to apply skills and knowledge related to personnel policy development and administration of Designated Subjects programs.

Key assignments are designed to apply skills and knowledge related to fiscal and regulatory concepts related to Designated Subjects programs. Through an extensive program of reading, analysis, and discussion candidates reflect and apply administrative and leadership skills and knowledge related to budgeting, legislation, intra- and interagency relations, funding sources as well as school law coursework. Activities are assigned, assessed and discussed.

FCOE implements and monitors a credential recommendation process that ensures that candidates have met all credential requirements. The Human Resources/Credentials Division

Director of the FCOE in collaboration with faculty assigned as Instructor of Record for each course, and the Credential Analyst verifies that the candidate has satisfied all of the program's guidelines.