

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Fresno State

April 2014

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Fresno State. The report of the team presents findings based upon a thorough review of the Institutional Self-Study reports, supporting documentation, and interviews with representative constituencies. Based upon the findings of the team, an accreditation recommendation is made for this institution of **Accreditation**.

Common (NCATE Unit) Standards and Program Standard Decisions For all Programs offered by the Institution

	Initial	Advanced
1) Candidate Knowledge, Skills, and Professional Dispositions	Met	Met
2) Assessment System and Unit Evaluation	Met	Met
3) Field Experiences and Clinical Practice	Met	Met
4) Diversity	Met	Met
5) Faculty Qualifications, Performance, and Development	Met	
6) Unit Governance and Resources	Met	
CTC Common Standard 1.1 Credential Recommendation Process	Met	
CTC Common Standard 6: Advice and Assistance	Met	

Program Standards

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject, with Internship	19	19		
Early Childhood Education Specialist	12	12		
Reading Certificate	5	5		
Reading Language Arts Specialist	10	10		
Multiple Subject Bilingual Authorization, Spanish and Hmong	6	6		
Single Subject, with Internship	19	19		
Agricultural Specialist	12	12		
Education Specialist: MM, with Internship	22	22		
Education Specialist: MS, with Internship	24	24		
Education Specialist: DHH	27	27		

Programs	Total Standards	Program Standards		
		Met	Met with Concerns	Not Met
Added Authorization: Autism Spectrum Disorder	3	3		
Administrative Services: Preliminary, with Internship	15	15		
Administrative Services: Clear	9	9		
Pupil Personnel Services: School Counseling	32	32		
Pupil Personnel Services: School Social Work	25	25		
Pupil Personnel Services: Child Welfare and Attendance	8	8		
Pupil Personnel Services: School Psychology, with Internship	27	27		
Speech-Language Pathology	16	16		
School Nurse Services	9	9		

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 State

Dates of Visit: April 6-8, 2014

**Accreditation Team
Recommendation:** Accreditation

Rationale:

The unanimous recommendation of **Accreditation** 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 decision of the entire team regarding the six NCATE standards is that all standards are **Met**. The decision of the team regarding the parts of California's two Common Standards that are required of NCATE accredited institutions is that both standards are **Met**.

Program Standards

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for Fresno State. Following discussion, the team considered whether the program standards were met, met with concerns, or not met. The CTC team found that all standards are **Met** in all programs.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Based on the fact that all Common Standards are **Met** and that all program standards are **Met** the team unanimously recommends a decision of **Accreditation**.

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

Initial/Teaching Credentials

Multiple Subject

Multiple Subject including Internship

Single Subject

Single Subject including Internship

Education Specialist:

Mild/Moderate including Internship

Moderate/Severe including Internship

Deaf/Hard of Hearing

Advanced/Service Credentials

Administrative Services

Preliminary including Internship

Professional Clear

Reading Certificate

Reading Language Arts Specialist

Multiple Subject Bilingual Authorization,
Spanish and Hmong

Early Childhood Education Specialist

Agricultural Specialist

Added Authorization: Autism Spectrum Disorder

Pupil Personnel Services

School Counseling

School Social Work

Child Welfare and Attendance

School Psychology including Internship

Speech-Language Pathology

School Nurse Services

Staff recommends that:

- The institution's response to the preconditions be accepted.
- Fresno State University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Fresno State University continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team
Joint NCATE-CTC Accreditation Team

NCATE Co-Chair

Helen Abadiano
Central Connecticut State University

California Co-Chair:

Mark Cary
Davis Joint Unified School District, Retired

**NCATE/Common Standards
Cluster:**

Kareen Bangert
Rossiter Elementary School Principal

Daniel Elliot
Azusa Pacific University

Daniel Hellman
Missouri State

Nina Potter
San Diego State University

Carol Seielstad
Hawaii Department of Education

Programs Cluster:

Marv Abrams
Brandman University

Hilda Baca-Fetcenko
CSU Dominguez Hills

Talya Kemper
Chico State

Thierry Kolpin
University of LaVerne

Shira Lubliner
CSU East Bay

Staff to the Accreditation Team

Katie Croy, Consultant

Bob Loux, Consultant

Documents Reviewed

Institutional Self Study	Candidate Work Samples
Course Syllabi and Guides	Advisement Documents
Candidate Files	Faculty Vitae
Program Handbooks	University Annual Reports
Survey Data	University Budget Plan
Candidate Performance Data	Fresno State Websites
Biennial Reports and CTC Feedback	Accreditation Website
Program Assessment Preliminary Findings	Program Evaluations
Program Assessment Summaries	Meeting Agendas and Minutes
	University Catalog

Interviews Conducted

	TOTAL
Candidates	128
Completers	73
Employers	54
Institutional Administration	5
Program Coordinators	17
Faculty	106
FAST-TPA Coordinator	4
Advisors	4
Field Supervisors – Program	21
Field Supervisors - District	47
Credential Analysts and Staff	3
Advisory Board Members	58
TOTAL	518

Note: In some cases, individuals may have been interviewed more than once (e.g., faculty) if they serve in multiple roles.

The Visit

The Fresno State site visit was held on the campus in Fresno, California from April 6-8, 2014. This was a joint NCATE/CTC accreditation visit, utilizing the Continuous Improvement model for NCATE. The site visit team consisted of a Team Lead, two California BIR members who served on the NCATE team reviewing the NCATE Unit Standards (Common Standards), and, because of the size and number of programs and pathways, five Program Standards members. Two Commission consultants accompanied the visit. The NCATE team arrived at the hotel on

Saturday evening and the California State Team arrived at noon on Sunday, April 6, 2014. The teams met jointly on Sunday, and participated in a poster session and interviews with constituents beginning on Sunday afternoon. Interviews continued Monday. A mid-visit report was completed on Monday afternoon. On Monday evening, the full team met to discuss findings and make decisions on standards. The exit report was conducted at 2:30 p.m. on Tuesday, April 8, 2014.

The approved Autism Spectrum Disorder Added Authorization (ASD AA) program has no candidates and is not currently offered as a separate option at Fresno State. The Autism requirements are embedded in the Education Specialist program which ensures that all Education Specialist Candidates at Fresno State fulfill the requirements for ASD AA. Fresno State is in the process of contacting partnership districts to determine if current teachers continue to have a need for the ASD AA. The feedback Fresno State receives will guide their next steps which may include a request to list the ASD AA as inactive due to lack of interest in the program.

I. Introduction

I.1 Brief overview of the institution and the unit

California State University Fresno (CSU Fresno) is Central California's major regional university, with approximately 22,400 students. CSU Fresno is one of the 23 campuses of California State University (CSU) system, one of the largest university systems in the U.S.

The university was established in 1911 as a state normal school; in 1921 the two-year teacher preparation program was changed to a four-year BA in Teaching Degree, and the institution was renamed Fresno State Teachers College. The university offered its first master's degree in 1949. In 1972 Fresno State Teachers College became California State University Fresno. The university offers 55 Bachelor Degree programs, 34 master degree programs, 13 certificate programs, and an interdisciplinary doctoral degree (Ed.D.) in Educational Leadership, a Doctor of Physical Therapy, and a Doctor of Nursing Practice. The university has 27 nationally accredited departmental programs. CSU Fresno celebrated its 100th anniversary in 2011. The university serves five counties and includes both urban and rural areas that reflect a highly diverse population.

The university mission states: "California State University Fresno powers the New California through learning, scholarship, and engagement" through university faculty, staff, and administration working together in 1) making student success first priority, 2) embracing a culture of diversity, internationalization, and inclusion, 3) advancing established distinction in liberal arts and sciences, professional programs, and community engagement, 4) producing transformative scholarly research and creative works that target regional issues with global significance, 5) exemplifying the ethical stewardship of capital and human resources, and 6) developing institutional, community, and intellectual leaders. It is the university vision to become "nationally recognized for education that transforms students and improves the quality of life in the region and beyond; for leadership that drives economic, infrastructure, and human development; and for institutional responsiveness that fosters creativity, generates opportunity for all, and thrives on change."

The Kremen School of Education and Human Development (KSOEHD) is the CSU Fresno professional education unit. The unit has been fully accredited by NCATE since 1953. The unit mission is “the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education.” The KSOEHD theme, “Leadership for Diverse Communities,” places considerable emphasis on an educator who can function effectively as a leader in a culturally and linguistically diverse society.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The California State University Fresno accreditation visit is a joint visit between NCATE and the California Commission for Teacher Credentialing (CCTC).

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

Not applicable

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

None

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit’s efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

“The Kremen School is committed to developing the knowledge, skills, and values for educational leadership in a changing, diverse, and technologically complex society.” At the heart of the unit conceptual framework is its theme: Leadership for Diverse Communities. The conceptual framework graphic illustrate how the components collectively support the unit desired outcome, i.e., the initial and continuing preparation of teachers, administrators, counselors, and other education professionals who are leaders for today’s diverse communities. Both initial and advanced programs commit to providing leaders who have command of the content in their field, who will be reflective, collaborative leaders for schools, and who are prepared to meet the challenges and opportunities of working with diverse communities.

The unit conceptual framework is appropriate to the Kremen School, consistent with proficiencies, and implemented in a manner that complies with professional and state standards. The conceptual framework gives direction to the unit activities and provides a basis for the assessment and enhancement of the unit effectiveness.

The development and implementation of the unit conceptual framework has been a collaborative endeavor among the unit stakeholders. Faculty report and describe how the conceptual framework statements evolved from their collegial thinking process. Candidates in initial programs explain how confident they feel with regard to instructional skills enhanced through elements from the unit dispositions aligned with the conceptual framework. Candidate reports about being well prepared are also echoed by site supervisors, site administrators and cooperating teachers.

Candidates in initial, advanced and programs for other professionals articulate their applications of the conceptual framework within their professional responsibilities and, where applicable, in field experiences and capstone activities for the various programs.

NCATE STANDARDS/CCTC COMMON STANDARDS

STANDARD 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Information reported in the institutional report for Standard 1 was validated in the exhibits and interviews.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

California State University Fresno offers three initial credential programs: Multiple Subjects (Elementary Education), Single Subject (Secondary Education), and Education Specialist (Special Education).

California State University Fresno offers advanced credential programs in the following areas:

- Early Childhood Specialist
- Education Administration
- Education Specialist
- Education Specialist: Deaf and Hard of Hearing
- Reading Language Arts Specialist
- Agriculture Specialist (taught outside the Kremen School of Education in the Jordan College of Agriculture)
- Bilingual Authorization
- School Counseling
- School Nursing (taught in Health/Human Services)
- Speech Language Pathologist Specialist (taught in Health/Human Services)
- School Psychology (taught in the College of Science and Math)
- School Social Work (taught in Health/Human Services)

In addition, the unit offers several degree programs which are non-credential programs: Doctoral Program in Educational Leadership, Masters in Education: Curriculum and Instruction, and Masters in Teaching (M.A.T.). The M.A.T. graduate program is offered completely online.

Interviews with program completers, employers, alumni, and current initial candidates, as well as a review of key assessments and candidate work samples, confirm that initial candidates possess acceptable to in-depth knowledge of the content they plan to teach. Advisory board members report that they actively consult regarding program improvement. Interviews and school visitations with partner schools confirm that candidates are actively engaged in work with students, families, colleagues and communities in which they teach. One employer reported that

his whole school benefited from the professional development provided by the unit to his partner school. Employers contacted during school visits as well as interviews conducted onsite indicate they often prefer to hire program completers from the unit because “they come ready to teach.” One of the school site administrators commented that program completers have been quite competent with selection and utilization of a variety of technologies that promote student learning and are often able to share their skill with other teachers in their respective schools.

Interviews conducted during the visit with candidates, cooperating teachers, employers, recent graduates, and alumni were uniformly positive regarding the preparation provided by the unit. Examination of key assessments, portfolios, syllabi, and interviews with on-campus and online faculty, as well as candidates and recent graduates, confirm that the unit has a clearly articulated assessment system. Assessment of candidates is completed through key assessments (KA) designed for each program, based on a unit-wide assessment and accountability system the Kremen Learning Assessment System for Sustained Improvement (KLASSI).

The Fresno Assessment of Student Teachers (FAST) is used to assess the performance of Multiple Subject and Single Subject candidates. Education Specialist candidates are evaluated through key assessments appropriate to their area of specialty and evaluated through the Systemwide Evaluation of Professional Teacher Preparation Programs (SEPTPP). All programs feature four to six key assessments. Three years of assessment data or more are available for all programs. Biennial reports submitted to the California Commission on Teacher Credentialing (CCTC) as well as well as assessment data for FAST, SEPTPP, and California State required examinations (CBEST, CSET) provided evidence of candidate proficiency in professional and pedagogical knowledge. Procedures are in place to allow for multiple attempts to pass key assessments by candidates who do not pass on their first attempt.

Dispositional proficiencies are aligned with the conceptual framework as well as key assessments for each program. Initial credential programs use pre/post self-assessments to measure dispositions. Data presented in the IR Addendum indicate that for the last three years, the aggregated responses have been more positive at posttest than at pretest. In addition, data provided in the IR Addendum confirm that dispositions are assessed through key assessments in FAST, course reflections, and assignments described in course syllabi. Review of the data and interviews with faculty, candidates, and cooperating teachers confirm that the professional dispositions are aligned with the conceptual framework and assessed within programs using candidate portfolio, reflections, fieldwork evaluations, and course assignments. Candidates in partner schools interviewed during school visitations report that both their cooperating teachers and professors model required dispositions. The unit monitors candidate professional dispositions at all transition points in the program, embedding them within a variety of program requirements, course reflections, and signature assignments such as candidate theses and portfolios.

Additional data from the follow-up studies of graduates at initial and advanced levels as well as employer feedback on graduates presented in the IR indicate overall satisfaction with candidate content and pedagogical knowledge as well as their ability to create meaningful learning experiences and produce positive impacts on candidate outcomes.

The unit also offers off-campus graduate/advanced credential programs in Reading/Language Arts and Educational Administration. Partner school districts provide the facilities for the classes, research, and field experiences. All credential programs, regardless of the delivery mode or location, are held to the same standards of quality and effectiveness, and all these programs include instruction in pedagogy, dispositions, use of technology, and supervised teaching or practicum experience. Assessment data indicate similar pass rates for key assessments regardless of program and level or location and method of delivery.

The offsite report requested further evidence to demonstrate that all candidates in advanced programs engage in professional activities. The BOE obtained additional data and information regarding advanced candidate participation in professional activities at the time of the visit through interviews with advanced candidates, recent program completers, employers, and alumni. Interviews with faculty, program coordinators, and candidates also confirm that candidates collaborate with the professional community to create meaningful learning experiences for all students. The doctoral program in Educational Leadership received WASC Accreditation in 2012. Information presented in the IR Addendum as well as examination of the program's syllabi, signature assignments, and capstone projects indicate that all candidates in the last three cohorts were rated at or above four on a five point scale when evaluated by the dissertation committee members and outside reviewers.

Findings of other national accreditation associations related to the preparation of educational professionals confirm that candidates for other school professionals are able to create positive environments for students (e.g., ASHA, APA, CACREP, WASC). Through examination of candidate artifacts, interviews with candidates and alumni, and graduate surveys it is evident that advanced candidates for other school professionals have the knowledge, use technology in their practice, and are able to apply the appropriate standards and current research for each of their fields. They demonstrate content knowledge and dispositions through key assessments in each program, documented in the KLASSI system or similar program based assessments specific to each area of specialty. Information provided in the IR Addendum and assessment data reviewed at the time of the onsite visit confirm that all programs whether taught within the Kremen School or outside, are aware of the KLASSI system and have had the opportunity for input regarding its development and implementation.

For non-credential programs, data from other national accreditation associations presented in the IR, key assessments, program area transition points, and exit surveys demonstrate that candidates possess appropriate pedagogical content knowledge and skills, professional and pedagogical knowledge and skills, and an adequate understanding of student learning. Interviews with current candidates and recent graduates report that their programs have enabled them to advance in their respective fields and/or become educational leaders in their communities. Recent program completers in the Doctoral Program in Educational Leadership (DPELFS) report that the program's major strength is its relevance and rigor. They shared the common feeling that the program curriculum, activities, and assessments are directly relevant and immediately applicable in their educational roles "in the real world." Program completers interviewed in another non-credential program, the M.A.T. in Curriculum and Instruction, share the same belief.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable

1.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

There is evidence of coordinated efforts to ensure that assessments and rubrics align with professional standards within and across programs. Data are regularly collected and analyzed to ensure that key assessments further strengthen candidate understanding of content, pedagogy, and dispositions delineated in the conceptual framework and professional standards.

Assessment data and unit evaluations are regularly used to make program improvements. Exit surveys, employer surveys, and other data such as action research projects and candidate work samples indicate that the unit uses data to analyze and evaluate program improvements. For example, the same key assessments have been implemented across all sections of the same course in all initial programs regardless of location. In response to data gathered from employers and surveys of graduates after their first year of teaching, additional training in technology was added as a requirement in the Multiple Subject, Single Subject, and Educational Specialist programs. The unit is currently collecting data, has key assessments in place, and is using the data to demonstrate that candidates have the content knowledge dispositions, and pedagogical knowledge to be successful as they graduate and move into the field of education.

AFI Corrected from last visit

Not applicable

AFI Rationale

Not applicable

NCATE Team Recommendation for Standard 1 Initial Teacher Preparation: Met

NCATE Team Recommendation for Standard 1 Advanced Preparation: Met

State Team Decision for Standard 1: Met

STANDARD 2: ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Since the previous accreditation visit, the Kremen School of Education and Human Development (KSOEHD) has developed its unit-wide assessment system, the Kremen Learning Assessment System to Sustain Improvement (KLASSI). KLASSI describes the assessment activities required for candidates at entry to the program and different points throughout the program, post-graduation assessment tools, and systematic data review requirements at the program and unit level. The specific program level assessments and criteria for entry into each program and at predefined decision points have been outlined in the Initial Teacher Preparation Matrix and the Advanced Credential and Degrees Matrix. The IR describes the systems that have been put into place for regular review of the data by a number of committees and advisory boards which include faculty as well as community members. During interviews conducted at the onsite visit, advisory board members confirmed that they are regularly presented with assessment data and offered both formal and informal opportunities to provide input on suggestions for programmatic changes.

Initial teaching credential programs use Taskstream for collecting and analyzing assessment data. During interviews with program coordinators and faculty from advanced programs they indicated that they use a combination of Blackboard, Survey Monkey, Qualtrics, Excel and SPSS to collect and analyze assessment data. Faculty also indicate that they are regularly provided with assessment results and the majority of faculty feel that the KSOEHD has a culture of assessment. As one faculty member points out: “We have a culture of not only collecting data, but of expecting to use data to improve candidate learning.”

Program coordinators report that they regularly disaggregate data by demographic information and for courses that are delivered both online and face-to-face in order to ensure that assessments are fair and unbiased. According to one coordinator, when faculty saw differences in performance between online and face-to-face courses, they developed introductory session for online candidates to review the technological tools being used and added some synchronous online sections using Blackboard to increase student engagement. Follow-up assessment data showed that performance of the candidates in the online course has improved.

Candidates report that the assessments used in the program are fair and valid. Candidates confirm that they receive feedback to help them grow as professionals. Single Subject (SS) program completers indicate that completing FAST has made them better able to plan instructional units and has improved their ability to create valid and detailed rubrics in their own classrooms. Candidates report that they are given multiple opportunities to successfully complete coursework as well as summative assessments. Faculty affirm that they will continue to help candidates meet standards and requirements as long as the candidates are willing to keep

working. The FAST coordinators report that they work with faculty in relevant courses when candidates fail to meet standard in one or more area on FAST.

The dean and the unit assessment coordinator described the processes that are in place to formally review the validity and reliability of the Fresno Assessment of Student Teachers (FAST). A minimum of 15 percent of the responses to each task is double scored once every two years. Data are used to assess inter-rater reliability, calibrate scorers and explore possible areas of bias. Results from validity, reliability and bias studies have been published (i.e. Torgerson, Macy, Beare and Tanner (2009) Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice, *Issues in Teacher Education*, 18(1), 63). The KSOEHD also regularly uses the CSU Center for Teacher Quality (CTQ) follow-up survey which is sent to initial teaching credential program completers and their supervisors a year after graduation. Faculty have completed a number of validity, reliability, and bias studies on the survey. Publications on the CTQ survey include:

- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2013). Surveys of teacher education graduates and their principals: The value of the data for program improvement. *Teacher Education Quarterly* (accepted May 10, 2013).
- Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of alternative programs of teacher preparation on a single campus. *Teacher Education Quarterly*, 39(4), 55-74.
- Chiero, R., Tracz, S., Torgerson, C., Marshall, J., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*, 34, 368-380.

The university has a formal complaints and grievances procedure. At the university level complaints and grievances are handled by the Office of the Dean of Student Affairs. Within the KSOEHD, student complaints and grievances are handled by the associate dean. Records of formal complaints are stored in the associate dean's office, which were reviewed during the site visit.

2.2 Moving Toward Target or Continuous Improvement

N/A

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Initial level only

The assessment system for the Preliminary Multiple Subjects and Preliminary Single Subjects credential programs includes assessments that are regularly examined for validity, reliability and bias. Faculty from the Kremen School of Education and Human Development (KSOEHD) have published studies related to the Fresno Assessment for Student Teachers (FAST) and the post-program completion survey developed by the Center for Teach Quality (CTQ) making the results public to the larger professional community. All initial credential programs, including multiple subject, single subject and education specialists, are required to regularly review assessment

results and use the results to make any necessary programmatic changes as part of the accreditation process for the California Commission on Teacher Credentialing.

The Kremen Learning Assessment System to Sustain Improvement (KLASSI) includes data sources from candidates, faculty and community members such as employers of CSU Fresno graduates. Data from candidates come from both direct measures of performance using embedded course assessments and through indirect measures including exit surveys regarding program and advising. Assessment results are shared with the professional community through committees and councils such as the Kremen School Professional Advisory Committee and the Superintendents' Advisory Board. All assessment reports are made public on the unit website.

KLASSI is continuously monitored for improvement and the unit regularly uses data to inform program improvements. Advisory committee members for the single subject (SS), multiple subject (MS), and education specialists teaching credentials verify that they are provided with aggregated assessment data and opportunities to make suggestions for improvements. Committee members indicate that their suggestions for changes to coursework and assessments have been implemented. The SS initial teaching credential program, was recently redesigned based on the CTQ survey of graduates and their supervisors. Faculty and advisory committee members report that they were included in the redesign process.

The unit appears to be at the developing stage of moving toward Target at the initial level. The evidence presented above illustrates that the unit is performing at target level on many aspects of the standard. Annual timelines and procedures are in place for reviewing the assessment data as well as the assessment system to ensure that the unit maintains consistent performance at target level for all programs.

2.2 Moving Toward Target or Continuous Improvement

2.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable

2.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Advanced programs only

KLASSI was developed in order to develop a unit-wide understanding of assessment that is more student-focused and includes a process for collecting data on inputs, processes, outcomes and closing-the-loop activities. Advanced programs specifically have shown evidence of continuous improvement by correcting the two AFIs from the previous accreditation visit with the development of the Student Outcome Assessment Plan (SOAP), the annual assessment reports and a unit-wide exit survey with an emphasis on candidate dispositions.

A review of the SOAP for degree programs shows that they have all developed assessment plans that include coursework at various points of the program that are aligned with program learning outcomes. The annual assessment reports to the provost show that unit level administration

reviews the assessment results across programs in order to develop unit-wide goals. The biennial reports for advanced credential programs also show that data is being systematically collected, analyzed and used for program improvement. Changes to programs based on data include an increased focus on written communication skills in the Early Childhood Specialist program based on course assessment results; increased scholarship activities for school counseling students based on exit survey results; and strengthened knowledge and experience in the Individual Education Plan (IEP) process for school counseling candidates based on field supervisor ratings.

Additional evidence of continuous improvement is present in the offsite addendum where the unit indicates that the program coordinators are dissatisfied with the current rates of return on the Exit Survey for advanced programs. Consequently, each advance program coordinator has been charged with reviewing their programs sequence of courses and completion procedures to determine a more efficient program-specific strategy for maximizing return rates. Strategies for consideration include:

- Tying the survey to a culminating experience
- Adding the survey to a signature assignment in a capstone course
- Requiring proof of completion of the survey to apply for a credential

2.2.b.i Strengths.

2.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Advanced Programs Only

Decisions about candidate performance are based on multiple assessments made at multiple points before program completion and in practice after completion of programs as described in KLASSI and the Advanced Credential and Degrees Matrix. The unit provides regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of its programs, extending into the first year of completer practice on the annual assessment report to the provost as well as the Biennial Reports for CCTC. These reports are made available to the public on the unit website.

2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

Not applicable

2.3.b What AFIs are continued from last visit?

Not applicable

2.3.c What new AFIs are recommended?

None

NCATE Team Recommendation for Standard 2 Initial Teacher Preparation: Met

NCATE Team Recommendation for Standard 2 Advanced Preparation: Met

State Team Decision for Standard 2: Met

STANDARD 3: FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The university service area encompasses five counties and includes both urban and rural areas. The unit programs have long-standing, professional relationships with area P-12 school districts and sites where candidates are placed for their field experiences. Building relationships in partnerships and ongoing collaboration involves soliciting community input, sharing responsibilities and resources. Partnerships also promote professionalism and have facilitated opportunities for the candidates to develop and demonstrate the proficiencies and dispositions required of a professional in their field. According to the IR, CSU Fresno is one of two institutions recognized in the Professional Educational Data System (PEDS) 2013 report for successful school partnership. The school partnership has been verified through school visits to an elementary and middle school.

Teacher candidates are encouraged to collaborate both in the cohort with peers and also with their cooperating teachers in Professional Learning Communities at the school sites. In addition to the school-based partnership with Sanger Unified School District, CSU Fresno is currently involved in a Dual partnership, an Early Childhood partnership and a Science Technology Math (STEMS) partnership. There are 91 school districts that have a partnership with Fresno State in addition to seven non-public education school sites.

The off campus partnerships include Central Valley Partnership for Exemplary Teachers, where school districts host elementary, secondary and SPED cohorts for initial credentials coursework and field placement. Additionally, the Kremen School offers off-campus graduate/advanced credential programs in Reading/Language Arts and Educational Administration. Partner school districts provide the facilities for the classes, research, and field experiences.

According to the IR, identifying outstanding placements for the candidates is confirmed by faculty. The review and selection process for field placement differs across programs and districts and is a continuous, collaborative process. The director of field experiences, coordinators, faculty advisors, university supervisors, and P-12 administrators collaborate on a regular basis to identify and place candidates at sites with high quality school-based clinical faculty. This was verified during the university supervisor, fieldwork director and district supervisor interviews with documentations of the cooperating/Master Teacher Handbook. Many P-12 districts have their own application procedures where school-based clinical faculty must be approved at the school site and district level before being considered.

CSU Fresno has created partnerships with elementary and middle school to include four schools that currently have classrooms on sites. School site visits were conducted at Yosemite Middle School and Reagan Elementary. The site visit at Reagan Elementary provided opportunities to observe the unit's implementation of co-teaching strategies.

The newest partnership, a Teacher Residency Program with Fresno Unified, has integrated resources and expertise to design classes, establish clinical fieldwork teams, and provided additional support and assessment. The university continues to receive feedback from the P-12 based faculty on a formal basis through the KSOEHD exit survey and KLASSI assessment system. Each unit program has well designed field components that provide candidates with the variety of experiences/settings they need for their initial or continuing preparation as an education professional. Each program's sequence of candidate fieldwork provides for an incremental and developmental series of activities that prepare candidates for full-day professional responsibilities. During field and clinical placements candidates have the opportunities to link coursework with practice by working with students from diverse backgrounds and exceptionalities, implementing best practice assignments, collaborating with peers, reflecting on their practice, and assuming responsibilities necessary for their field.

In the initial teacher preparation programs, the university supervisor and the school-based clinical faculty work together to determine whether their candidate is developing and demonstrating the knowledge, skills, and dispositions expected for the placement. Every phase of the MS/SS credential programs have performance assessments integrated in their courses and field placements meeting the competencies that are evaluated by the university supervisor in collaboration with the master cooperating teacher. In addition, candidates must pass the required and state approved Teacher Performance Assessment (TPA)-Fresno Assessment of Student Teachers (FAST). Candidates use technology (TaskStream) in creating plans, writing reflections, and uploading required information necessary to demonstrate mastery of performance assessments. Candidates also analyze data in their coursework and in fieldwork to reflect on the effectiveness of their practice and make changes. Interviews with the university supervisors document procedures for teacher candidates in regards to remediation, reassignment or dismissal.

In the advanced programs, candidates are supervised by program faculty and by appropriately credentialed school-based personnel. In the Educational Administration program, the university supervisor and district site administrator work closely with the candidates to design various and relevant experiences that will provide authentic administrative situations utilizing data, technology, research and application of knowledge.

Candidates have the opportunity to work with students from diverse backgrounds and with exceptionalities to ensure that all students learn. Field experiences are designed in a logical/developmental sequence and provide settings for candidates to apply the knowledge, skills, and dispositions gained from coursework. The successful completion of one field experience is prerequisite for the next. Each program uses specified criteria (institutional, state, and national standards) to determine if a candidate has achieved the level of proficiency required to continue to the next field experience. Field experiences are also designed and placements selected so that candidates have opportunities to develop and demonstrate their ability to provide appropriate learning environments for students with diverse characteristics and prior experiences including the ability to use technology.

During fieldwork, candidates are required to use a variety of instructionally related technology devices as available at their sites (SMART Boards, iPads, SEIS Special Education IEP's,

YouTube clips, Brain Pop, etc.). All Multiple and Single Subject candidates are required to document evidence of how they have used technology in their field placement classrooms. This is required in their Fresno Assessment of Student Teachers (FAST) Holistic Proficiency Projects.

Candidates in advanced credential programs demonstrate competencies in technology required for their respective specializations. For example: Master's degree candidates are required to use tablets for presentations of their field work projects. Counseling candidates watch digitally recorded video feeds, listen with their headphones and give feedback. This is recorded and saved on a USB flash drive for viewing. In Special Education, candidates must also demonstrate knowledge and use of assistive technology both in school settings and at homes. Educational Administration is a paperless program. They access data and produce a school profile, use TaskStream, develop an electronic portfolio and use iPads for feedback. Skype is sometimes used in addition to face-to-face contact in internship programs.

The initial teacher preparation program requires that at least one of the field placements be in a school with an ethnically, linguistically, and/or socioeconomically diverse student population. The Educational Administration program requires candidates to be placed in a school site where at least 20 percent of the population is comprised of heterogeneous student populations. The Counseling, Psychology, and Social Work credentials require a minimum number of hours with students of backgrounds different from the candidate.

MS/SS candidates enroll in a course with concentration on differentiating instruction for students with special needs. Assignments require candidates to develop case studies, participate in IEP meetings, and write research reports that focus on universal design learning (UDL) and teaching students with special needs in their field placements. During final student teaching, MS candidates must complete 15 hours of verified observation of exceptional students with a reflection, an exceptional student case study, SPED teacher/parent interview, and a classroom management plan.

Clinical experience in both initial and advanced programs allows candidates to develop and practice proficiencies related to student learning. Candidates are required to plan and teach lessons that are tied to academic content standards/common core standards and include adaptations for English language learners and students with special needs in written plans. A critical component of all field experiences is supervision. University clinical faculty provides written observations and encourages written and oral feedback from school-based faculty. Each program has its own forms to document observations, and all provide opportunities for comments and feedback. Midway through each semester the university and school-based faculty meet with the candidate to discuss his/her progress and collaboratively set goals for the remainder of the semester. The forms used for evaluating candidates during field experiences were reviewed during interviews with the university supervisors and fieldwork coordinators.

Unit faculty have continuous contact with numerous districts in the region and discussed during the interviews the importance of the development of partnerships. The basic credential program also has a director of field placement who contacts and meets with district representatives almost daily. In addition, coordinators of programs, and university supervisors, across the unit, have

meetings with districts where information is shared. A few examples of those contacts as noted in the IR addendum are:

- President's Commission on Teacher Education
- Dean's Advisory Council on Professional Education
- Cooperating/ Master Teacher Conferences
- Co-Teaching Workshops
- Education Administration Superintendent's Advisory
- Administration Leadership Program shadows diverse leaders in the field and has candidates reflect.

The primary means of sharing the university clinical expectations is through the university supervisors who meet with the administrators, cooperating teachers/master teachers, mentors, and fieldwork candidates. University supervisors continually collaborate and report from the field. The university supervisors have the responsibility of orienting clinical supervisors at fieldwork placement sites to program course syllabi and handbooks; for reviewing candidate and supervisor roles and responsibilities, and for ensuring that candidates are appropriately evaluated during fieldwork placements.

In some partnerships, such as the Teacher Residency Program (TRP) in Fresno USD, program expectations are developed collaboratively with university faculty and district administrators and curriculum specialists, and the competencies may exceed the state requirements with increased hours in their cooperating teachers classrooms, increased participation in district Accountable Communities program, attendance at district professional development opportunities.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable

3.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

As stated in the IR, the unit promotes continuous improvement. The unit uses the KSOEHD Assessment System to Sustain Improvement (KLASSI). This represents a unit-wide assessment and accountability system that outlines how the unit selects, admit, and prepare candidates; measure success; use data to close the loop; and make decisions about program improvement. At the system level the CTQ annually provides information from public school administrators and candidates about the quality of preparation of the first year teacher candidates. Internally developed systems such as the FAST and specific programmed department assessments are also used. The unit faculty and administration use data to inform and continuously make improvements to the field experiences as outlined in the CTC Biennial Report/Annual Reports.

National trends in education such as Common Core and English learner issues, partner schools and co-teaching have influenced the content and delivery for field experiences. This type of informative assessments subsequently results in appropriate professional development and training to use data to select high quality placements that incorporate research-based “best practices.”

An example of continuous improvement is the adoption of co-teaching as an innovative approach to implementing student teaching. Opportunities for training in the co-teaching model began as a partnership, are provided every semester to everyone in the service area and consistently revised as noted in the IR Addendum. Since 2011 the university has provided training for 771 teachers and teacher candidates in the program with positive results.

Additional evidence of continuous improvement is the KSOEHD/Public School Partnership (e.g., Dual, Teacher Residency FUSD and Sanger) have resulted in field-based cohorts that experience their teacher preparation in public schools. Teacher candidates that participate in these authentic learning environments rate their experience at a higher level than candidates in traditional teacher preparation program. The need to maintain quality based on information about best practices has been the impetus for the current revision of the Single Subject Teacher Preparation program including a Linked Learning emphasis in field experiences with integrated, work-based lesson planning, and an increased emphasis on strategies for working with at risk students and ELL in field experience seminars.

Advanced programs review data related to their clinical practice to ensure continuous improvement as indicated. The combination of formative and summative assessments with professional development and collaboration among faculty is the formula for the unit’s successful implementation of on-going improvement.

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

Not applicable

3.3.b What AFIs are continued from last visit?

Not applicable

3.3.c What new AFIs are recommended?

Not applicable

NCATE Team Recommendation for Standard 3 Initial Teacher Preparation: Met
NCATE Team Recommendation for Standard 3 Advanced Preparation: Met

State Team Decision for Standard 3: Met

STANDARD 4: DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Review of candidate, faculty, and regional demographic data provided demonstrate that the Kremen School of Education and Human Development (KSOEHD) is fully aware of the diversity of the students whom its candidates will serve. Curriculum described in the IR and the IR addendum and attachments to Standard 1, the assessments undertaken as described under the IR response and attachments to Standard 2, and the exhibits attached to the IR response for Standard 4 all validate a keen understanding of the need to prepare candidates to effectively serve students regardless of ethnicity, language, or disability. The university President's published expectations regarding diversity are echoed in the Dean's expectations (Deans Report to Provost) and are mirrored in the course syllabi for initial, advanced, and other school personnel program courses and program assessments. The university's commitment to diversity, to the diverse populations of the central valley, and to building a professional education community that returns to serve the region creates an overall culture that celebrates diversity. Interviews with candidates, with faculty, and with administrators consistently demonstrated that the unit community continuously lives, eats, and breathes diversity.

Over 22 percent of the faculty in initial programs are non-white, 33 percent of faculty in advanced programs are non-white, and 39 percent of faculty teaching in both initial and advanced programs are non-white. With regard to gender, 60 percent of faculty serving the initial programs are female, 45 percent in only advanced programs are female and 83 percent of faculty teaching in both initial and advanced programs are female. Administrators interviewed described many proactive strategies for recruiting a diverse faculty.

Faculty candidates are recruited by the reputation of CSU Fresno's university branding "discovering diversity." The office of Faculty Affairs has led the charge to recruit and retain faculty representative of the regional diverse populations. The vice president leading this unit organized the Faculty Affairs Diversity Team three years ago, and this team continues to provide guidance to the unit, as well as all the other schools and departments of the university.

New tenure track hires in KSOEHD since 2003 demonstrate the unit and the university's consistent attention to hiring faculty who can become personal touch-stone persons for the many diverse population groups from which new university students and unit candidates are drawn. Recent recruitment attempts have included: Men 10 (29%), Women 24 (71%), Black 4 (12%), Latino 8 (24%), Asian 6 (18%), White/non-Hispanic 16 (47%).

The current and ongoing hiring initiative, according to the administrators interviewed, is to identify and recruit candidates to augment the less than 10 percent male faculty of color population.

Non-white candidates make up 53 percent of the initial programs, and 65 percent of advanced programs. Candidates in initial, advanced, and OSP programs who were interviewed consistently described how they have been equipped to serve individual needs based on ethnic, linguistic, and cultural diversity of background, and they stressed that this experience makes them feel well prepared to succeed in working with diverse classroom and school populations.

Candidates, full and part time faculty, and community partners interviewed all report about initial candidates' "superb capacity" for addressing ethical dilemmas, social justice scenarios, and teaching with empowerment to bring change into the lives of P-12 students. Candidates are connected with the most highly diverse districts in the central valley for field experience placements. Graduate candidates investigating topics relating to diversity are invited to shadow practicing administrators in highly diverse population schools to understand the sorts of operational issues that may arise in areas where cultures may come into conflict.

Candidates are routinely invited to participate in a variety of scholarly workshops aimed at improving teaching performance and assessment in classrooms with diverse P-12 student populations. Examples of these workshops include: the Co-Teaching Workshop, The Multiple Subject and Special Education Master Teacher Conference, the regional Character Education Conference (in its 30th year), and quarterly presentations by unit faculty of their scholarship in the areas of the unit goals.

IR exhibits confirm that Fresno and the surrounding communities contain a significant numbers of non-white, non-English speaking, and special needs students. The data show a total of 1,036,274 students among 40 districts where the bulk of student teachers are placed. Student population data show means of 69 percent Hispanic, .5 percent Native American, 5 percent Asian, 8 percent African American, .4 percent Pacific Islander, and 13 percent White. Over 71 percent of students receive free lunch, over 28 percent are English language learners, and 11 percent are students with disabilities.

As a basis for some of its research, the unit uses California's "Education Results Website" to identify Central Valley schools where the P-12 student populations include a high percentage of English Language Learners and students receiving free or reduced-price lunches—but where students are performing at the proficient and advanced levels on state assessments. The focus of this research is to dispel the myth that non-white populations are inherently limited in learning capacity.

4.2 Moving Toward Target or Continuous Improvement

4.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable

4.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Data, as well as interviews with candidates, faculty, administrators, and community partners, clearly demonstrate the success of program completers and candidates in addressing the wide spectrum of diversity among P-12 students in the region's schools. Evidence from exhibits clearly validates the unit's ongoing attention to its curriculum, ensuring that the experiences it provides to candidates enables them to demonstrate knowledge, skills, and professional dispositions designed help all P-12 students learn. Assessments illustrate the many ways in which candidates demonstrate proficiencies related to diversity.

The field experience placements for candidates in all programs are highly diverse and ensure candidates have opportunities to understand and serve students of diverse backgrounds, economic status, languages, and ethnicities. Employers interviewed specifically said they prefer candidates from this unit for both field experience and for employment in open positions, precisely because they have always demonstrated readiness to teach diverse P-12 students according to their individual needs and backgrounds. Candidates and graduates interviewed explained their high levels of confidence when entering classrooms filled with highly diverse students from various languages and cultural backgrounds.

Attention to diversity plays a prominent role in the unit's identified dispositions. Disposition assessment data from the Kremen Learning Assessment System to Sustain Improvement (KLASSI) system and from the signature assignments from the advanced and other professional programs overwhelmingly confirm the high degree of proficiency demonstrated by candidates and completers in those dispositions related to diversity.

Although this standard is not one of the standards selected for target level, the unit appears to be performing at the target level with respect to Standard 4. The IR Addendum describes unit plans and timelines that have been and will continue to be sustaining target level performance with regard to the culture of diversity that permeates the unit and the university. The Kremen School Strategic Plan and the university Plan for Excellence IV define the strategic direction of the institution in all areas including the continuing culture of diversity.

4.2.b.i Strengths. What areas of the standard are being addressed at the target level?

Interviews with candidates, faculty members, field supervisors and master teachers verify statements in the IR that the unit is committed to high-need urban schools and to developing candidates' passion for influencing student learning so that all children from all backgrounds can learn well. Working in schools with significant numbers of disadvantaged students, candidates demonstrate the use of action research founded on data to improve student achievement. Efforts to address the achievement gaps relevant to different populations of students were made the subject of study by advanced and OSP program candidates and the results shared with faculty and with partner schools. The unit promotes region-wide character development training for professional educators that incorporates attention to cultural background needs and ethical issues; and field experience activities also reflect such character development among P-12 students. The co-teaching student teaching model (in the partner schools) earns praise from partner agencies representatives, cooperating teachers, and candidates (initial).

The unit and the university have a rich history in working with underserved population candidates at the initial and advanced levels as can be noted in the College Assistant Migrant Camp activity each year, among other activities. Data and faculty interviews both demonstrate an ethnically diverse pool of full- and part-time faculty who are more than representative of the regional diversity. The courses in initial and advanced programs are designed to equip educators in professional settings where there are multiple native language groups, multiple cultural groups, and multiple populations of special needs students.

The co-teaching student teaching model (in the partner schools) earns praise from partner agencies representatives, mentors (master teachers), candidates (initial). Data collected by the unit's Center for Teacher Quality (CTQ) Survey initiative reveal that students in classrooms with a co-teaching candidate out-perform students in classrooms with traditional candidates.

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

Not applicable

4.3b What AFIs are continued from last visit?

Not applicable

4.3c What new AFIs are recommended?

Not applicable

NCATE Team Recommendation for Standard 4 Initial Teacher Preparation: Met

NCATE Team Recommendation for Standard 4 Advanced Preparation: Met

State Team Decision for Standard 4: Met

STANDARD 5: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

Unit faculty include 16 adjuncts; 3 part time lecturers; 29 full time lecturers; 14 assistant professors; 15 associate professors; 32 full professors; and two professors emeriti. Of the 111 faculty listed in the tables, 78 are clinical faculty. All ranked faculty have earned doctorates. Nearly all lecturers and adjunct faculty have at least a master's degree. The associate dean of the Kremen School reported that 100 percent of clinical and school-based faculty have appropriate credentials, licenses and P-12 experience, and that 94 percent of clinical faculty have masters degrees or higher. According to the IR and interviews with faculty, content experts teach methods courses.

Exhibits document that the unit is actively engaged in scholarship and grant-funded activities. Cumulative productivity from 2008 to 2013 included 94 peer-reviewed articles, 50 books, and other publications in non-refereed journals, online newsletters, and book reviews. During the period of 2010-2012, faculty made 271 presentations at international, national and regional conferences and 244 local presentations. Externally funded grant activity has also been very positive with a total of \$9,256,869 during the same period. Examples are provided in Standard 6 section.

The unit has 29 partnerships that (a) enhance the local community, (b) provide unit professional development, (c) provide valuable experiences for candidates, and (d) explore the effectiveness of initiatives to expand teacher quality and effectiveness. Administrators, university faculty, cooperating teachers, local administrators and candidates describe many effective partnerships during interviews (e.g. Central Valley Partnership for Exemplary Teachers, school based cohorts, etc.). The Central Valley Partnership for Exemplary Teachers on P-12 student learning is highlighted in the IR. In addition, faculty provide professional service in a variety of roles as reviewers, board members, officers in local, state, and national professional associations and a wide range of institutional service ranging from leadership on committees to the organization of professional development conferences.

The unit has specific criteria that are required for tenure and promotion. These include the development of a probationary plan developed in concert between a faculty mentor and probationary faculty member approved per university processes. The IR indicates the use of peer evaluation that was confirmed by faculty during interviews. IR exhibits also document the review process that occurs annually for probationary faculty and every five years for tenured faculty. Across the unit, course evaluation ratings from the IDEA student evaluation system have exceeded the national average for the past four semesters.

Data reviewed by the team provide a wide range of evidence documenting the impact of faculty on candidate effectiveness. Candidates, supervisors, school administrators and cooperating

teachers confirmed in interviews that strong content knowledge is demonstrated by faculty across the unit. Several cooperating teachers and part time faculty reported that they have taught and/or co-authored publications with faculty. During interviews, both ranked and unranked faculty described the strong contribution of the Field Experience coordinator in providing the foundation to build partnerships with school districts. A variety of instructional methods, such as case studies, discussion, readings, videos, school-based projects, are documented in representative syllabi submitted as exhibits for CCTC accreditation and confirmed in interviews with candidates. The integration of diversity and technology and the demonstration of pedagogy and content knowledge are demonstrated in assessments reviewed for Standards 1 and 2. Through interviews at all levels, there was a passionate and unwavering commitment to the success of students throughout the region and a desire to develop candidates who will make a difference with all types of students in future classrooms.

The unit utilizes a wide variety of collaborative groups to evaluate assessments and make program and unit improvements based on evaluation of data. This is documented in the dean's report to the provost stakeholders at all levels. Stakeholders at all levels confirm that ranked faculty, lecturers, part time faculty, and school-based faculty have extensive opportunities to view data and participate in making programmatic changes. Several changes have been made to programs, the unit, the assessment system and individual courses, requirements, curricular revisions, and student teaching procedures. In addition, faculty described data-based changes to their own teaching. Candidates confirmed that program and individual faculty are highly involved in developing changes for to address weaknesses and remain current.

An extensive array of professional development initiatives are occurring regularly through the unit and reflect current national and local needs. Professional development has addressed English learning, Educational Reform/ Poverty, Co-Teaching, and technology. Sources for professional development topics include self- identified issues by faculty, the data driven CTQ system, and current national initiatives. Funding for individual professional development devoted to unit faculty exceeds \$100,000 per year, as documented in the Annual Report to the Provost.

5.2 Moving Toward Target or Continuous Improvement

5.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Not applicable

5.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The IR and interviews with candidates, part time faculty, lecturers, full time faculty, school based faculty, administrators, and alumni revealed numerous examples of continuous improvement. Documented in the IR Addendum are descriptions of revisions to the single subject teaching credential, the implementation of co-teaching, the PLC conference, master teacher conferences, field trip to local districts, the exemplary practices institute, the teacher residency program, meetings within the unit, and collaborations with other departments and programs across campus.

5.2.b.i Strengths. What areas of the standard are being addressed at the target level?

The unit faculty have intangible assets that impact on student outcomes. This is reflected in the current candidates' and graduates' genuine praise of faculty "who bring out the best in their students by putting them first and inspiring them to meet high expectations."

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

Not applicable

5.3.b What AFIs are continued from last visit?

Not applicable

5.3.c What new AFIs are recommended?

Not applicable

NCATE Team Recommendation for Standard 5 Initial Teacher Preparation: Met

NCATE Team Recommendation for Standard 5 Advanced Preparation: Met

State Team Decision for Standard 5: Met

STANDARD 6: UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit provides the leadership for effectively coordinating all programs designed to prepare educational professionals to work in P-12 schools. The unit has been fully accredited by NCATE since 1953. The unit has a hierarchical organizational structure with multiple levels. All roles, responsibilities and relationships between individuals, committees, and departments within and outside of the unit are clearly defined. The Dean and Director of Teacher Education, who is assisted by an Associate Dean, has the leadership and authority to plan, deliver, and operate all academic and administrative operations of the unit. Academic and administrative support for the unit comes from within the governing structure, which includes the Advisory Board for Professional Education, Community Council, President's Commission on Teacher Credentialing, Faculty Assembly Committees, and other committees and programs such as the School Budget Committee, Assessment Committee, Technology Committee, Professional Development, Teacher Recruitment, Internship Special Programs, and Partnership Programs. Additional academic and administrative support for the unit comes from outside of the unit, including the University Faculty Senate, Executive Council, Coordinating Council, Liberal Studies, and the Education Student Services Center. The Department Chairs report directly to the Dean and Director of Teacher Education and are delegated the authority for maintaining and coordinating their programs. The unit collaborates closely with several departments outside of the Kremen School to offer credential programs in addition to those offered within the KSOEHD.

The unit and university websites, academic calendars, publications, catalogs, manuals and handbooks, and advertising information, which include academic policies, recruitment and admission practices, grading policies, strategic and academic plans are current and are described clearly and consistently.

The unit ensures that candidates have access to student services such as advising and counseling. The university website on Advising Services includes resources for campus advisors with links to major advisors such as the Education Student Services Center: Kremen School of Education & Human Development information on Teaching Career Opportunities, Counseling Career Opportunities, Liberal Studies, and Doctoral Program in Educational Leadership as well as Upcoming Teaching Credential Program Orientations Schedule for Elementary School, Middle and High School, and Special Education. There is also a link to Special Programs and Services, and presented during the poster sessions, that includes the College Assistance Migrant Program (CAMP), International Student Services and Programs, Health and Psychological Services, Learning Center (LC), Services for Students with Disabilities (SSD), Student Support Services, and Women's Resource Center. A full range of counseling and advising services to credential candidates are provided primarily through the Education Student Services Center. The Education Student Services Center is staffed with three full-time advisors, who provide academic advising, and professional counseling to all Liberal Studies majors, and elementary, secondary, and special

education credential candidates. Graduate and advanced credential candidates are advised by their program coordinator and by the program faculty.

The IR addendum and interviews with faculty, school partners, and advisory boards confirm faculty collaboration with P-12 practitioners in program design and evaluation of the unit and its programs. The collaboration is evolving and there is a substantial level of joint planning currently happening between partners. A number of professional activities define the collaboration between the KSOEHD and its partners. For example, the university has been host to The Renaissance Group (TRG) for the last eight years. True to the TRG philosophy that educator preparation is a whole university endeavor, the Liberal Studies major that prepares undergraduates for admission to the Kremen School is taught almost entirely by faculty from across campus. Another example is the Rural Network of Central Valley School District, a two-year program that engages leaders of rural schools and districts who come together as a cohort to address specific student achievement problems. Faculty in other units on campus are involved in educator preparation programs at various levels. Numerous advisory boards and committees meet regularly to advise the educator preparation programs.

The university budget is decentralized and allocates adequate resources for the unit. KSOEHD Allocations reports from 2010-2013 show a decrease in the budget allocation for each year since 2010. The 2010-2013 KSOEHD accreditation unit budgets appear to be proportional to the other two comparable colleges of education within the CSU system. Additional income comes from grants, development, and doctoral reimbursements that total approximately \$1,000,000. On average, faculty members receive \$1500 each year for professional travel and faculty development and scholarship. Additional funding support for faculty scholarship comes from the provost, endowment, and development monies. Interviews with the university president and the provost confirmed the institution commitment to the stability, renewal, and growth of the KSOEHD. The President has indicated that continuing support for strengthening and expanding KSOEHD is one of the institution's high-priority goals.

There is a *Collective Bargaining Agreement Between the California State University and the California Faculty Association*. Hence, the faculty regular workload and overload are defined by the contract. The Academic Policy Manual confirms that the normal workload of a full-time faculty member consists of two components: 12 weighted teaching units (WTU) of direct instructional assignments, including classroom and laboratory instruction and instructional supervision equivalent to 36 hours per week, and 3 WTU equivalencies of indirect instructional activity equivalent to 4 to 9 hours per week. Assignment of individual faculty to direct instructional activities is in accordance with the Faculty Workload Formula. Faculty may be assigned release time for purposes of department leadership, program coordination, partner school support, assessment activities, and research.

Based on the IR and exhibits, and confirmed during the onsite visit, the unit has adequate campus and school facilities and resources to support faculty, candidates, and staff academically and professionally. The Kremen School academic and support personnel are housed in the Education Building, with resources including 13 lecture/seminar rooms, 5 methods classrooms, and 3 computer classrooms. Fourteen classrooms in the Education Building are Smart Classrooms; 3 classrooms and the Video Production Center have distance-learning capabilities, and 2

classrooms have teleconferencing and distance-learning capabilities. The unit continues to update classrooms with the latest technology to support instruction and facilitate student learning. All classrooms are SMART classrooms. Candidates without personal laptops can borrow a laptop from the library for a semester. To increase the number of loaner laptops “old” laptops have been reprogrammed by replacing the hard drive with a solid-state drive (SSD) or flash memory, which uses electronic interfaces compatible with traditional hard disk drives, thus permitting simple replacement in common applications. Recently, a customizable Read & Write Gold toolbar has been installed in every laptop to make digital content accessible particularly to those candidates requiring assistive technological support. The Instructional Technology and Resource Center (INTERESC) provides support for university faculty, staff, and candidates in the use of technology. An interview with the unit Director of Technology and NASA Educator Resource Center confirmed the availability of sophisticated technological resources for faculty and candidates in programs. Faculty have identified the availability of technological resources and support as one of the unit strengths.

The Henry Madden Library provides access to information resources and houses two collections that support the work of the unit; the Arne Nixon Center for the Study of Children’s Literature provides access to a collection of 50,000 books, periodicals, manuscripts, original art, and papers of authors and illustrators; and the Teacher Resource Center (TRC) houses a collection of teaching materials, PK-12. The Associate University Librarian and Liaison to the Kremen School offers direct support for faculty and candidates in accessing resources for research purposes through regularly embedded presentations in program courses as well as every first Saturday of the month walk-in consultation for faculty and candidates to support their research work.

The units two online degree programs—Master of Arts in Teaching (M.A.T) and Master of Arts in Reading are fully supported by the Teaching Innovations for Learning and Teaching (TILT) through faculty professional development, technology training, and support and development of academic uses of technology. Additional technical support services come from the Technology Help Center and Help Desk.

The unit has developed and implemented a unit-wide assessment and accountability system, KLASSI (Kremen Learning Assessment System to Sustain Improvement). A flow chart in the IR exhibits illustrates the inputs, processes, outcome measures, closing-the-loop processes, and decision-making components of KLASSI, and explains the continuous improvement cycle. KLASSI regularly collects and analyzes data on applicant qualifications, initial and advanced candidate performance in all programs, and unit operations for program improvement.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the **target level**. If it is **not** the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target. Based on the criteria for Movement Toward Target, provide a summary of the unit’s performance.

The IR, exhibits, IR addendum, and the onsite visit provide clear evidence that the unit is at target level for standard 6: Unit Governance and Resources. The unit’s multi-level organizational

structure has clearly delineated roles, responsibilities and relationships between individuals, committees, and departments within and outside of the unit.

Candidates have access to a variety of student services, including advising and counseling. Interviews with faculty, candidates, advisory boards, and school partners as well as during the poster presentations indicate collaboration between faculty and P-12 practitioners in program design, delivery, and evaluation of the unit and its programs. The unit also provides on-campus and school-based professional development focusing on teaching and learning. Faculty in other units on campus also participate at various levels.

The unit and university websites, academic calendars, publications, catalogs, manuals and handbooks, including recruiting and admission practices and grading policies are current and described clearly and consistently.

There is evidence that the unit budgetary allocations support curriculum, instruction, faculty, clinical work, and scholarship within the unit. There is also evidence that the university is strongly committed to sustaining and promoting the stability, renewal, and growth of the KSOEHD. Workload policies by the *Collective Bargaining Agreement Between the California State University and the California Faculty Association* allow faculty to be engaged in a wide range of professional activities beyond teaching and scholarship. The unit supports professional development of faculty. At interviews, faculty, administrators, and program directors, and confirmed at poster sessions, indicate aggressive and successful procurement of grants and funding support to support and sustain special programs such as the College Assistance Migrant Program (CAMP), the FUSD 4-8th Science/Math Bechtel Grant, and the Mathematics and Science Teacher Initiative (MSTI).

Unit facilities and resources support up-to-date developments in technology and implementation of quality programs, including the unit's two online programs. School sites visited where candidates are placed are well-equipped with technology. Interviews with candidates, faculty, and school partners confirm the same level of technological support available in other school sites. The unit has developed and implemented a unit-wide assessment and accountability system—KLASSI (Kremen Learning Assessment System to Sustain Improvement) that regularly collects, analyzes data in all programs, and disseminate findings for program improvement.

The IR addendum describes the unit plans and timelines for sustaining target level performance that addresses key elements in the standard. For example, the Kremen School Strategic Plan and the university Plan for Excellence IV, which will be reformulated in 2015, collectively serves as the long-range plan for the unit. The President, Provost, and Vice President for Student Services will define the strategic direction of the institution. The faculty within the Educator Preparation unit will define the Kremen Strategic Plan.

6.2.b Continuous Improvement. What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?
Not applicable

6.2bi Strengths. What areas of the standard are being addressed at the target level?

Not applicable

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

Not applicable

6.3.b What AFIs are continued from last visit?

Not applicable

6.3.c What new AFIs are recommended?

Not applicable

NCATE Team Recommendation for Standard 6 Initial Teacher Preparation: Met

NCATE Team Recommendation for Standard 6 Advanced Preparation: Met

State Team Decision for Standard 6: Met

CTC Common Standards requirements not reflected in NCATE Unit Standards

1.5 The Education Unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

The Education Student Services Center (ESSC) within the KSOEHD provides all admissions and credentialing services for the unit. Each credential program has selected points at which candidate progress must be verified before the candidate can progress to the next step in the program. Interviews with Center staff confirmed that multiple procedures are used to ensure that candidates meet all requirements of each stage before advancing to the next stage of a credential program. Once candidates complete all requirements and apply for credentials, these applications are processed through the Credential Analyst's office. It is the Analyst's primary responsibility to review all applications, and she is authorized by the Program Coordinator and the Dean to recommend those candidates who have met all requirements. The Analyst utilizes the database, transcripts, TPA scores, and other required materials in making a decision. Candidates who do not meet the requirements receive a formal letter with the items needed from the Associate Dean. Clear evidence was provided at the visit to confirm that admissions and credentialing procedures are highly integrated and carefully monitored.

6.1 Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development.

For each credential program, the unit has qualified individuals who are assigned to provide applicants and candidates with academic, professional, and personal development advice. These individuals can direct candidates to websites, brochures, orientations, and/or personal appointments. Each candidate must be interviewed prior to entering any credential program. Basic credential candidates meet with a Program Coordinator during orientation, with a faculty

member during the admissions interview, and have access to all ESSC services prior to, and throughout all credential programs. For each program, the coordinator and faculty have the knowledge and expertise to advise candidates on all aspects of that program. University supervisors are an additional source of support and personal development for candidates during fieldwork. Fresno State also has Career Services and Psychological Services that candidates can access if those services are needed. Interviews with candidates and completers indicated that program information is readily available, that questions about program requirements are answered in a timely and consistent manner, and that there is a wide range of support services available to meet a variety of candidate needs.

6.2 Appropriate information is accessible to guide each candidate's attainment of all program requirements.

Information on all programs is available through the university catalog, program and university web sites, and print materials. The ESSC plays a central role in providing information about all programs to prospective and current candidates. The Center provides scheduled appointments as well as drop-in service, and staff member hours are arranged to ensure that there is always one staff member available for drop-in advising.

Information about programs is also provided through visits by Center staff to area high schools and community colleges, summer "Dog Days" activities, and during "Preview Day" when prospective applicants to Fresno State can learn about program goals, options, and requirements. All candidates who apply to the credential program are required to attend a 90-minute orientation session as part of the admission process. In addition, all prospective candidates meet with program faculty and/or Program Coordinators prior to admission to a program. All basic credential programs have Program and/or Fieldwork Handbooks that provide detailed information about candidate responsibilities and requirements as well as procedures for candidate assistance in completing program and fieldwork requirements.

A review of program information both online and in print confirmed that all materials are consistent across formats, accurate, and current. Interviews with ESSC staff confirmed that they regularly update materials to ensure that all informational materials accurately reflect program and university requirements. A review of Program/Fieldwork Handbooks indicated that they provide clear, comprehensive, and detailed information to guide candidate attainment of program goals.

6.3 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.

The unit has clearly-defined support and assistance systems in place for all credential programs. Program faculty provide direct support to candidates who may be experiencing difficulty in meeting coursework requirements. In addition to receiving assistance from faculty, candidates have opportunities to resubmit assignments or retake examinations, as appropriate. In the event a candidate is not able to successfully complete a particular course, the university provides options for retaking courses. During fieldwork, a candidate who does not meet program requirements is advised by the Fieldwork Director and the Coordinator of the program of his/her status. This is

done through a formal letter that is emailed under the signature of the Associate Dean. The letter indicates what the candidate must do to demonstrate adequate progress, as well as the time frame in which corrections must be made. A candidate who fails to successfully complete a fieldwork placement may be allowed to repeat the fieldwork course in a different placement, with any conditions set out in a formal letter. Such a placement is made in a different district and with a different University Supervisor. The Program Coordinator and/or the Fieldwork Supervisor monitor the progress related to standards that must be met in order to be retained in the program. A candidate who is unable to successfully complete this process is not allowed to complete the program.

Interviews with candidates and program completers indicated a high level of support and assistance from program faculty, university supervisors, and fieldwork supervisors in all programs. Interviewees repeatedly made references to individual faculty or supervisors who “went above and beyond,” were “available anytime—literally!” and “did everything they could” to assist candidates with whatever needs they might have. Many completers also reported maintaining close, ongoing relationships with program faculty and supervisors, who continue to provide guidance and support as the completers begin their careers.

Findings:

Standard 1.5: **Met**

Standard 6.1 – 6.3: **Met**

PROGRAM REPORTS

Teaching Credential Programs Preliminary Multiple Subjects Credential Program

Program Design

The design of the Preliminary Multiple Subject credential program at California State University, Fresno, includes a purposeful, interrelated, developmentally-designed sequence of coursework, reflection, and field experiences. Many candidates enter the program after completing a Liberal Studies major, which prepares them to meet subject matter competency requirements.

The Multiple Subject program provides a variety of options for obtaining the credential. These are summarized below.

- The **Partnership** option enables candidates to learn in a collaborative, experiential, site-based format featuring a team of professors and supervisors who coordinate coursework and field experiences to connect theory to practice and provide an enriched, practical program. Candidates move through the program in cohorts at partnership sites. The program includes numerous realistic, hands-on experiences, workshops, seminars, professional learning communities, and demonstration lessons provided by professors and classroom teachers at the school sites. Student teaching takes place primarily at the partnership sites or at schools in the surrounding area.
- The **Multiple Subject Program General Emphasis** option allows candidates to take courses at the university or on designated school sites. Courses must be completed in each Phase (semester) prior to moving on to the next Phase of courses. Candidates wishing to take the courses part-time must still complete the required courses in sequence of the Phases.
- The **Multiple Subject Credential Early Childhood Education Program (ECE)** has adapted the scope and sequence of the general Multiple Subject credential program to provide a comprehensive K-8 teacher preparation program while, in addition, expanding theory and practice to include the education of children from birth through preschool with a focus on grades K-3. The Early Childhood Education Emphasis option is a three-semester program that focuses on an expanded knowledge base and experience working with preschool-aged children, and field experience teaching in grades K-3. The 42-unit ECE cohort program is compatible with both the Dual Program and the Internship Program. Candidates who opt to complete the Multiple Subject program with an Early Childhood Emphasis are granted a multiple subject credential only. The Early Childhood Emphasis prepares them for entry into the Teacher Leadership ECE credential program offered by Fresno State which requires a preliminary Multiple Subject Credential as a prerequisite.
- The **Multiple Subject Intern** candidates are required to complete the first two phases of field study before entering the Internship Program. Intern candidates follow the same scope and sequence as the Multiple Subject Program with the exception of Field Study C: Final Student Teaching. Internship candidates are employed by a school district while also

enrolled in a sequenced professional preparation course of study. The interns complete their final student teaching over two semesters as a paid teacher, which is their internship, while Multiple Subject teacher candidates complete one semester of final student teaching. Both programs, the Multiple Subject Program and the Multiple Subject Intern Program include a university supervisor; however, the intern teacher also has an on-site cooperating teacher (mentor) and a support provider assigned by the internship program.

- The **Liberal Studies Blended Program** is an undergraduate program that allows teacher candidates who are completing a degree in Liberal Studies to complete the Multiple Subject Program requirements concurrently. Candidates in the blended program must have demonstrated subject matter competency by documenting passage of all three sections of the California Subject Matter Examination for Teachers (CSET)* to be considered for enrollment in the Student Teaching course.
- The **Multiple Subject General Dual Credential** option is designed to support teacher candidates who are earning Multiple Subjects and Education Specialist credentials concurrently. Teacher candidates may be part of a cohort that is in either the university-based courses program or in a partnership school. Courses required for the Education Specialist are spread throughout the phases, and specialized fieldwork courses and settings are arranged for the teacher candidates to ensure that all candidates have an inclusive experience. Candidates qualify for a Mild Moderate or Moderate Severe Credential along with their Multiple Subject Credentials.

Course of Study (Coursework and Field Experience)

Candidates receive advisement prior to admission into the program describing the variety of routes leading to the Multiple Subjects credential. This advisement allows each candidate to select the program that best fits his or her needs. Candidates in all pathways to a credential indicated that the advising was extremely helpful occurring during each phase and that faculty were highly accessible in person or via email. Candidates expressed, in interviews, that faculty were caring and supportive to their academic and personal needs.

All candidates complete a carefully sequenced core of courses that prepares them to be successful in the classroom. During interviews candidates expressed that the core courses taken during the three phases build on one another to effectively prepare them to teach the content, such as reading language arts, science, and social studies. The emphasis of core courses may vary based upon the selected route to the credential. Candidates in the dual credential program take core and methods courses in both general education and special education.

Candidates learn to use state-adopted instructional materials, assess student progress, and apply these understandings in teaching students as related to the content of the pedagogy coursework and to practice this knowledge in their field placements. In their initial fieldwork and in their Final Student Teaching, candidates are expected to develop and demonstrate pedagogical competence as defined by the Teaching Performance Expectations (TPEs). In addition, candidates are given constructive feedback through lesson observations, mid-semester and final goal setting/assessment meetings, responses to reflective journals, and course competencies throughout all of the student teaching placements. This enables them to practice and refine their

teaching performance in preparation for the performance assessments. Candidates gradually move toward this goal through the required sequence of experiences. Candidates and completers uniformly praised the quality of support and guidance provided during field experiences, and employers confirmed that completers were able to step into their first jobs highly prepared.

Assessment of Candidates

Formative and summative assessment data are gathered for each candidate through a variety of means. Data collected from the Fresno Assessment of Student Teachers (FAST) is used to make decisions concerning program improvement. The majority of the faculty, university supervisors, and field supervisors have been calibrated to score the FAST, and faculty are using the data gathered from the FAST for program improvement.

During the Preliminary Multiple Subject Credential Program candidates gain knowledge and skills relative to all TPEs, with formative evaluation in coursework and field experience, and summative evaluation through FAST. Remediation is provided, whenever necessary, to assist candidates who are not making adequate progress. The process includes faculty reviewing scores with the candidate, interpreting the results, and discussing how to make improvements for their next submission of the task. In all courses and field assignments, candidates receive systematic feedback regarding their TPE performance through identified formative assessments, other coursework-embedded assignments, from master teachers and university supervisors in the form of class observations, and required goal setting/assessment meetings.

At the summative level, candidates must pass specific FAST tasks or projects that are embedded into their fieldwork to receive credit for that fieldwork and to move to the next phase of pre-service training. Detailed information on FAST is included in the Assessment section of the Preliminary Single Subjects credential program report that follows.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Preliminary Single Subject Credential Program

Program Design

California State University, Fresno (CSUF) offers two options in its Single Subject Teacher Preparation Program: the Regular Single Subject Credential option and the Single Subject Internship Credential option. The regular option is a one-year (two-semester) program consisting of 19 units in courses and 14 units in fieldwork. The Internship option is a three semester program, identical to the regular program in terms of coursework. Interns complete three semesters of field work including two semesters of paid Internship. The Single Subject Program is offered on two sites: one cohort is located on campus and a second cohort is located in one of three cooperating school districts, rotating on a three-year cycle.

Interviews with completers and current candidates indicated a high level of satisfaction with the design of the Single Subject Credential Program, particularly the field experience. Completers and candidates stated that they knew what to expect and were carefully advised and fully supported throughout the program. Interviews with Advisory Board members and employers confirmed that CSUF partnerships are highly valued by local school districts. Partner schools reported that they seek to hire CSUF graduates due to their strong preparation for teaching. They expressed particular appreciation for the co-teaching model offered to partnership schools. According to employers in the partnership district, co-teaching leads to extremely well-prepared candidates who are ready to teach. Additionally, co-teaching workshops provided to master teachers improve instruction throughout the school. Employers and Advisory Board members expressed appreciation for the reciprocal relationships between schools and CSUF. Advisory Board members stated the following in terms of their CSUF partners: “They are highly invested in what happens in this valley. It’s not just talk. They care and it shows.”

Course of Study (Coursework and Field Experience)

Candidates admitted to the Single Subject Teacher Preparation Program must successfully complete two prerequisites including an introduction to teaching and an introduction to instructional methods. Experience as a substitute teacher, teacher’s aide, or observer satisfies these requirements.

Course work is coordinated with fieldwork for both student teaching candidates and Interns. Candidates are required to take Social Foundations of Education and Educational Psychology before or concurrently with initial student teaching. Candidates also take Curriculum and Instruction and Differentiation in Inclusive Secondary Settings concurrently with initial student teaching. Many course assignments are carried out in the field during student teaching and Internship. Recent changes to the program include a one-unit seminar course which was added to each semester of the program, providing candidates with weekly seminars conducted by university supervisors. An additional change is a focus on Linked Learning and Co-Teaching principles, infused across courses.

Regular candidates have two field experiences during which they teach at two grade levels or in two subject areas within their discipline. The first experience is a semester-long, part-time placement, typically at a middle school. The second field placement is a semester-long, full time teaching experience. Candidates are required to complete one semester of student teaching before they are eligible for the two-semester Internship. All candidates work in ethnically diverse settings, often teaching students from low-income backgrounds. Regular student teachers are assigned a university supervisor, however, Interns also have an on-site cooperating teacher (mentor) and a support provider assigned by the internship program. In initial student teaching, university supervisors conduct five to six supervisory visits. In final student teaching, university supervisors observe candidates in the field six to eight times. In both semesters, university supervisors conference with student teachers in connection with each visit and provide them with written feedback each time. Throughout the program, candidates are advised by the Single Subject Program coordinator, a designated Single Subject adviser, and a designated faculty member from the academic department associated with their Single Subject credential.

Interviews with completers and current candidates indicated that the content methods courses were regarded as highly effective in preparing them to be competent teachers. Completers and

candidates also expressed a high level of satisfaction with the field experience component of the program. They praised CSUF for finding excellent master teachers who provided mentoring and modeling. Interns reported an extremely high level of support, including a university supervisor, a content area advisor, and a mentor teacher. Both interns and student teachers mentioned the value of the student teaching seminars, led each week by their supervisors. In addition to providing instruction in classroom management and lesson planning, the seminars helped to prepare candidates for Fresno Assessment of Student Teachers (FAST).

Assessment of Candidates

Candidates are required to complete FAST in order to fulfill the California Teacher Performance Assessment requirement. FAST entails the following components:

1. Site Visitation Project - This task assesses the candidate's ability to perform, document, and reflect upon his/her own instruction in the field. It assesses TPEs 2, 3, 4, 5, 6, 11, 13. This assessment takes place in the first semester of student teaching.
2. Comprehensive Lesson Plan Project - This task assesses the candidate's ability to plan, implement and reflect upon his/her own instruction. This is an on-demand written assessment that measures TPEs 1[ELA], 6, 7, 8, and 9. This assessment takes place during the first semester (initial student teaching experience).
3. Teaching Sample Project - This task assesses the candidates' ability to plan and teach a one- to four -week unit, to assess student learning related to the unit, and to document their teaching and their students' learning. It assesses TPEs 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, and 13. This assessment takes place during the second semester of student teaching (final student teaching).
4. Holistic Proficiency Project - This task assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester. It assesses TPEs 1, 3, 5, 7, 8, 10, 11, and 12. This assessment takes place during the second semester of student teaching (final student teaching).

In addition to FAST, the CSUF Single Subject Credential Program uses a variety of assessments to measure candidate competence and readiness for teaching. In each semester, candidates are formally evaluated at an interim point and at the end of each semester with reference to their progress toward meeting the TPEs and meeting other program expectations for student teachers. Candidate dispositions are assessed using a Dispositions Survey. This self-perception survey assesses the candidates' degree to which candidates exhibit dispositions (collaboration, reflection, valuing diversity, critical thinking, ethical behavior, professional attitudes, and life-long learning) that the program promotes. It is administered when candidates enter and exit the program. Candidate performance in fieldwork is assessed using an Overall Fieldwork Assessment. This assessment measures candidate attendance; punctuality; ability to interact professionally with the university supervisor, the master (cooperating) teacher, other teachers, and school administrators; and successful completion of the Fresno Assessment of Student Teachers. Each candidate is rated as satisfactory or unsatisfactory in regard to each of fieldwork experiences.

The Fresno Assessment of Student Teachers (FAST), unlike the other Teacher Performance Assessments used in California, was designed specifically for CSUF by University faculty. According to the Teacher Performance Assessment Coordinator, the Credential Programs were designed around FAST and the TPEs that it measures. Faculty members reported being very involved in preparing candidates for FAST and in scoring the assessment. In fact, all scoring

takes place at CSUF by faculty and supervisors who use the data for program improvement. The process of data analysis and program improvement is particularly complex for the Single Subject Program with separate subject areas, many of which are housed in different colleges. For example, Single Subject Math candidates are prepared by professors in the Math Department. The TPA Coordinator explained that faculty and supervisors in each subject area meet regularly to discuss FAST. Additionally, all Single Subject faculty including content professors in other colleges, meet six times per year to discuss FAST. When asked about candidates who struggle to pass FAST, the faculty members made their commitment to candidate success clear. They work with struggling candidates and provide them with an opportunity to revise and resubmit any failed task one time only (except under special circumstances).

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Education Specialist Credential Programs Mild to Moderate Moderate to Severe

Program Design

CSU Fresno Education Specialist credential program offers the following pathways: Education Specialist credential in Mild/Moderate and/or Moderate/Severe; Dual credentials (General Education with or without an Early Childhood Education emphasis and Education Specialist Mild/Moderate and/or Moderate/Severe) and Internship. The programs prepare candidates to teach K-22. Fresno State also offers a Liberal Studies undergraduate major designed to prepare candidates with subject matter competency. Prospective candidates must also demonstrate subject matter competency by passing all sections of the California Subject Examinations for Teachers (CSET). Each credential program pathway requires a different amount of time to complete. However, candidates in all pathways take many of the same core courses.

Program pathways are described below:

Mild/Moderate and Moderate/Severe Education Specialist Credential: These credential programs consist of 48 units plus 9 units of prerequisites, typically taking candidates three semesters to complete. Candidates seeking a Mild/Moderate credential can begin in the Fall or the Spring Semesters; Moderate/Severe candidates only have a spring start. In order to be admitted to the program, prospective candidates must have passed the CSET and have an overall GPA of 2.67. The admission process also includes an interview. If an individual does not meet admission requirements, there is an appeal process to a special committee.

Dual Credential: This program consists of 64 units plus 9 units of prerequisite courses. The program takes four semesters to complete. Candidates can start the program in the fall, spring or summer. To start in the summer a candidate must have completed all prerequisite courses. The summer start makes use of a cohort model. This pathway has the same admission requirements,

as the Education Specialist credential. The dual credential certifies candidates in Multiple Subjects and either a Mild/Moderate or Moderate/Severe Education Specialist credential.

Internship: Interns complete the same coursework as other Education Specialist program candidates. They take three to four semesters to finish their credentials. If a candidate takes four semesters, the third semester program requirements are split across two semesters. Candidates can begin the program in the fall or the spring.

Interviews conducted with program completers, master teachers and current candidates confirmed that the program was clearly laid out, and that the program design enables candidates to effectively complete all program requirements.

A programmatic change that was made and reported to be helpful for both faculty and candidates was alignment of coursework with field placements.

Course of Study (Coursework and Field Experience)

As stated above, candidates can select from three pathways to obtain an Education Specialist credential. All teacher candidates and Interns must complete three prerequisite courses before they are admitted into the program. The course work and field placements are linked throughout the program. Placements are determined by the phase candidates are enrolled in.

In the Education Specialist Mild/Moderate and Moderate/Severe programs, candidates and Interns take 16 courses, including student teaching. For the Education Specialist Credential the first of three required field placements requires that candidates observe a variety of teaching situations and activities, such as different classroom organizational patterns, content area instruction and the context of general education classrooms. This work includes experience in settings with diverse student populations; however, the first placement is in a general education classroom working with general education students. The candidate then moves on to engage in one-on-one and small instructional group activities. In their second practicum, candidates begin to plan and teach lessons for whole-class and small group instruction in a special education or inclusive setting. This practicum requires candidates to serve for 16 hours a week for 15 weeks with a cooperating teacher. Supervision is provided by the cooperating teacher and a university supervisor. The latter conducts four formal observations and the cooperating teacher completes two formal observations. In the final practicum, candidates are expected to develop and demonstrate pedagogical competence. Candidates are required to complete 15 weeks of full-time service in this placement. During this placement, candidates gradually assume all classroom responsibilities in a special education or inclusive setting, culminating in a two-week period in which they have full responsibility for the class. Candidates receive formal feedback from the university supervisor and the cooperating teacher. Candidates are given formal feedback on Teaching Performance Expectations (TPEs) from the cooperating teacher twice throughout the semester and by the university supervisor six times throughout the semester. This is done through the “special education candidate disposition assessment form.” Candidates receive a 1-4 rating on each of the TPEs. The form is completed by the university supervisor and the cooperating teacher. Candidates are given constructive feedback through goal-setting meetings, lesson observations, mid-semester and final assessment meetings, responses to reflective journals, and course competencies throughout student teaching.

Since Interns function as teachers of record in their own classrooms, they must complete prerequisite coursework prior to entering the classroom in order to ensure that they are adequately prepared for taking on full teaching responsibilities. Once in their teaching placements, they receive the same level of university and school-site supervision as candidates in student teaching, and their performance is assessed using the same evaluation instruments that are used for student teachers.

Candidates and program completers (including Interns) reported that the faculty were very accessible and approachable, and that they effectively provided consistent support and advisement. If candidates had any challenges with course work or field experience, they felt that they had a number of different people who could assist them including site supervisors, faculty and the program coordinator. Supervisors and master teachers reported they were aware of the type of feedback to give in the field placements and how often to give the feedback. The supervisors reported that they received a handbook that reviewed all of the requirements in the field placement, and that they then gave this information to the master teachers. The master teachers felt that they received adequate training from the supervisors and support from them in meeting the needs of the candidates. Candidates reported that they found the field placement and program handbook very helpful and referred to it each semester throughout the program. Candidates reported that course work was relevant to their field placements and that the assignments aligned with the type of placements they were in. Faculty reported that they designed assignments to fit with candidate field placements in order to help make the coursework relevant to what the candidates were experiencing.

Assessment of Candidates

The Special Education Program implemented 10 assessments, five of which are considered “key” (i.e., direct measures). These key assessments are completed in candidate coursework and are directly correlated with candidate field placements. The key assessments are: classroom management plan, behavior support plan, formal assessment, curriculum-based assessment rubric and a final portfolio assessment. All of the assessments are linked to the California TPEs. In addition to the class assessment, candidates complete exit surveys at the end of their programs.

Special Education Program assessments are characterized by the following features:

- (1) Direct measures (performance-based student assignments) and indirect measures (surveys).
- (2) Longitudinal and cross sectional designs are employed. Data are collected by semester, academic year, and biennially for longitudinal studies from candidates, alumni, and employers.
- (3) Surveys are used at multiple levels (program, school, campus, and CSU system wide surveys).
- (4) Summative and formative procedures are utilized in combination (four surveys are used as summative procedures). Informal measures, such as portfolio and curriculum-based assessment report rubrics, are used as formative procedures. The Dual Credential candidates complete the Fresno Assessment of Student Teachers (FAST). University faculty grade the assessment using a rubric based on the California TPE’s.

Candidates and completers reported that they were aware of the key assessments and that faculty gave them feedback that guided them in improving their teaching practices. Supervisors

confirmed meeting with candidates to assess their teaching and give them formal and informal feedback multiple times throughout the semester.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Education Specialist: Deaf and Hard of Hearing

Program Design

The Education Specialist: Deaf and Hard of Hearing credential program is offered as a graduate program within the Department of Communicative Disorders and Deaf Studies (CDDS) within the College of Health and Human Services (CHHS) at Fresno State. Ongoing oversight for the program is provided by the Deaf Education Program Coordinator and the CDDS Department Chair. Deaf Education faculty work closely with the faculty of Kremen School of Education and Human Development (KSOEHD) to provide a cohesive credential program with the goal of preparing teachers to work with deaf and hard-of-hearing students in a wide range of instructional and intervention roles. Because CTC standards require that credential holders be able to work with deaf and hard of hearing clients from birth to age 22, the program seeks to provide a comprehensive approach to both instruction and intervention.

A majority of program candidates have traditionally come from Fresno State's undergraduate program in Deaf Education. More recently, the program has sought to recruit graduates from other institutions as well as candidates who already hold Multiple Subjects or Single Subject credentials, and who have an interest in Deaf Education. In the past several years, the program has been undergoing a transition from a traditional onsite delivery format to an "80/20 hybrid online" format for program coursework. In this format, 80 percent of instruction is delivered online, and includes synchronous learning activities in which candidates collaborate in real time; and 20 percent of instruction is "face-to-face" at the Fresno campus. The first cohort of candidates to participate in hybrid online instruction for graduate-level CDDS courses began their coursework in fall semester, 2013 and, at the time of the site visit, the cohort was mid-way through its second semester of online coursework.

Depending on the specific undergraduate study and/or credential program a candidate may have completed prior to entering the program, he or she may also be required to take prerequisite Deaf Education and/or general education credential coursework as part of the DHH credential program. These courses are scheduled outside the cohort format of the graduate-level CDDS courses. The program works with individual candidates to ensure that all required courses are sequenced and scheduled in a coherent manner.

Interviews with program faculty and candidates confirmed that the program design is effective in enabling candidates to meet program and CTC requirements. Faculty also reported that the Fresno program is unique in that both coursework and field experiences prepare candidates to work effectively in both oral communication and American Sign Language settings.

Course of Study (Coursework and Field Experience)

Required coursework for the Education Specialist DHH credential program covers four areas: prerequisite courses in Deaf Education, general education credential courses, graduate-level CDDS courses, and fieldwork courses for both general education and DHH field experience.

Prerequisite Deaf Education courses include study in educating exceptional children, speech and language development, deaf culture, and deaf child/parent issues. General education credential courses include study of reading, language, social studies, and math pedagogy; language and culture, and technology integration. Candidates receive experiences in early childhood, elementary and secondary placements as well as placements that are in classrooms that use American Sign Language and Oral Language. Candidates meet field experience requirements through the three different field placements, one of which is an externship at a California School for the Deaf, and also by working with itinerant teachers who often have caseloads including students from multiple grade levels. Graduate-level CDDS courses provide advanced study in research, assessment, intervention, and counseling in the area of communication disorders and deaf studies; aural rehabilitation; and a series of seminars on speech, language, and school subjects for deaf and hard of hearing children and youth. Fieldwork courses support work both with general education and deaf and hard of hearing student populations.

As mentioned above, the specific courses a candidate is required to complete in order to qualify for the credential depends on whether a candidate has already completed Deaf Education prerequisite courses as an undergraduate, and whether he or she already holds a Multiple or Single Subjects credential upon entering the program. For example, a candidate who enters the program with a B.A. in Deaf Education and a Multiple Subjects credential will have already fulfilled the prerequisite and general education coursework requirements for the program, as well as the general education fieldwork requirement. In order to meet program requirements, that candidate would begin taking the graduate-level CDDS courses on entry into the program, and within the second semester of classes would begin student teaching with deaf and hard of hearing students. Even though the program offers this option, an interview with program faculty indicated that virtually all candidates enter the program without credentials and complete their general education coursework and fieldwork as part of the program. Support and assistance during coursework is provided by program faculty through a variety of means. These include video conferencing, both with individual groups, phone and email communication, face-to-face contact, and regular feedback through Blackboard, the system used for online course management.

Candidates in the Education Specialist DHH program complete a series of field experiences in four to six placements for a total of 450 – 600 clock hours of practicum and student teaching (with the difference being whether or not a candidate already holds a Multiple or Single Subjects credential and is not required to do general education student teaching). During each of these placements, the candidate is directly supervised by a university supervisor and a master teacher. Both the supervisor and master teacher observe and provide ongoing feedback to the candidate during the placement. In each of their final student teaching placements, candidates spend eight weeks in a deaf or hard of hearing classroom, assuming all teaching responsibilities for the final three weeks of the placement. Student teaching placements are designed to ensure that candidates

have experiences in both sign-language and spoken-language settings. During each of the two student teaching placements, candidates are observed by university supervisors at least three times and are formally evaluated by both their master teachers and university supervisors at mid-placement and end-of-placement.

All individuals who serve as master teachers for the program have a minimum of three years of teaching experience, are appropriately credentialed for working with deaf and hard of hearing students, and are proficient in sign language. Orientation and training for master teachers are provided by program faculty, who meet with master teachers on a regular basis to provide any needed information and/or support.

Candidates and completers reported that program coursework and field experiences were effective in preparing them to be effective educators in the field of Deaf education. They stated that the combination of coursework and field experiences helped them to develop a strong understanding of the Deaf and Hard of Hearing community. They felt that the case studies used in class along with faculty members' sharing of "real life experience" contributed positively to their learning. The candidates are supervised by DHH faculty in the field settings. While formal advisement is scheduled each semester, candidates and completers reported that advice and assistance is available at all times during field experience. Candidates reported that this enabled program faculty get to know them and their individual needs, and that faculty incorporate what they observe happening in the field into coursework. Master teachers reported that they were trained by university supervisors, received a handbook and attended a master teacher training that is offered once a year.

Assessment of Candidates

Formative and summative assessment of candidates occurs at many points throughout the program. Several of the graduate-level CDDS courses include practicum observations, cumulative projects, or creation of instructional units for differentiated instruction. These are aligned with TPEs and serve as a means for evaluating candidates' progress in meeting TPE requirements. Faculty provide written feedback on candidate performance for each of these assessments and provide opportunities to resubmit assignments following that feedback.

During their initial 30 hour practicum experience in a DHH classroom, candidates receive regular feedback from master teachers and university supervisors. Candidates who are not making adequate progress confer with university faculty to identify areas needing improvement and recommendations for remediation.

During each phase of final student teaching in a DHH classroom, candidates are evaluated by their master teachers midway through each placement and again at the end of the placement. Evaluations are done using a rubric, based on the California Standards for the Teaching Profession (CSTP) that measures a wide range of teaching competencies and professional dispositions. University supervisors also evaluate candidate competence and provide written feedback during each visit using the same evaluation rubric. In the event a candidate is not making adequate progress during fieldwork, there is a clearly-defined process for developing an action plan to define the areas of need, provide support during remediation efforts, and evaluate

whether remediation efforts have been successful. Candidates who are not able to successfully complete the remediation process are dropped from the program.

In addition to coursework and fieldwork evaluation related to deaf education, candidates who do not enter the program already holding a Multiple or Single Subjects credential must pass the Fresno Assessment of Student Teachers (FAST) to verify competence in general education settings. This process ensures that all candidates completing the program have demonstrated competence in working in special education and general education settings.

During interviews, candidates and completers reported that they received effective feedback from program faculty throughout their coursework and field experiences. They viewed faculty members as experts in their fields and acknowledged the importance of faculty guidance in helping them to improve their practice. Candidates were knowledgeable about program requirements and the assessments used for measuring candidate competency in both coursework and field experience. Master teachers confirmed that they a clear understanding of how to assess candidate performance and reported feeling supported by the university supervisors in working with candidates.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all standards are **Met**.

Early Childhood Education Specialist

Program Design

The Early Childhood Education Specialist Credential is one of six advanced credentials offered by Kremen School of Education and Human Development (KSOEHD). The Advanced Program in ECE has long held National Recognition status by the *National Association of Education for Young Children* (NAEYC). Fresno State is the only university in California that is approved to offer the ECE Specialist/Credential Program.

- The Joyce M. Huggins Early Education Center creates a candidate-centered fieldwork opportunity for candidates to practice what they learn in small group settings.
- All ECE courses with the exception of fieldwork are completed on the Fresno State campus; classes are scheduled for evenings to accommodate working professionals and the vast majority of candidates attend part-time, taking two classes per semester.

The overall design of the ECE Specialist Program allows candidates to complete the credential within the Master's or separate from the Masters. The ECE Specialist program consists of two different levels:

- **Level 1:** Post Baccalaureate MS Credential with an Early Childhood Emphasis. Basic information was included in the MS section of this report. Candidates enrolled in this

option complete the program by finishing with an MS Preliminary Credential only. Upon completion, the candidate earns an MS credential. (Not an ECE credential). The ECE emphasis prepares interested candidates for the Level 2 option.

- **Level 2** Graduate Level ECE Program offers two pathways: Teacher Leader or Program Leader. The focus in this report will be on the Teacher Leader (TL) option since that is the only pathway that results in the candidate obtaining an ECE Specialist Credential. Candidates complete 30 units in ECE to obtain an ECE specialist Credential. The basics of the program follow.
 - The candidate enrolls in the Teacher Leader Program which is part of the Master's program.
 - TL candidates must already possess a valid MS Credential for admission to the Graduate ECE Specialist program.
 - Once the program is complete and the candidates can document two years of experience teaching at two different levels of ECE (infant, toddler, preschool, TK-K, or grades 1-2) they are then eligible to be recommended for the ECE Credential.
 - If the ECE candidate does not have the required teaching experience documented at the appropriate grade levels the candidates has the option to gain the experience through fieldwork assignments during the program.
 - The 15 units of electives in the MA count towards the ECE Specialist credential so at this time all candidates opt to get both the MA and the ECE Specialist Credential.
 - For clarity the Program Leaders who complete the graduate program end up with an MA in Education with an ECE emphasis but they do not earn an ECE Specialist Credential like the Teacher Leaders because upon entering the program they do not hold a valid Multiple Subject Teaching credential.

Completion of the program includes field work in Preschool-1st or 2nd grade.

The Program's structure has remained the same over the past several years, although improvement has been made to program elements such as the triangulation of data from multiple sources to inform program improvement efforts and the development of a data system that efficiently tracks candidate performance on program assessments.

Improvements to the program are informed by input from stakeholders. Candidates provide input to the program informally through their faculty and Academic Advisors and formally through an Exit Interview upon completion of the program. Employers provide additional input through an employer survey. Interviews with the ECE Advisory Board members confirmed that they meet once a year to discuss the program and to provide input regarding how it is meeting the needs of the candidates and the professional ECE community.

Candidates commented that a strong line of communication exists between faculty and candidates within the program. Each candidate meets with the program coordinator, who is identified as their Primary Advisor. According to candidates, the advisor clearly explains the program and helps the candidates select courses that are in the candidate's area of interest and

meet the requirements of the credential. This results in a comprehensive plan and sequence of courses that advance the candidate through to the recommendation for their credential. The candidates also noted that they have an ECE Academic Faculty Advisor who meets with each candidate on a regular basis throughout the semester. During the culminating assignments an additional project advisor is assigned to work with the candidates. Class sizes are small and candidates and faculty enjoy a more personal relationship than one might see in a larger program. Examples of monthly emails from the ECE Program Coordinator supported that candidates and faculty were kept up-to-date with program timelines and professional development opportunities.

Course of Study (Coursework and Field Experience)

Candidates enrolled in the ECE Specialist Credential are required to complete three to nine units a semester although rarely do candidates exceed six units (two classes) a semester since most enter as part-time candidates. All courses are offered in the evening to accommodate the majority of the candidates who are working professionals. There is some latitude in the sequence of courses, but it is recommended that candidates take LEE171 Trends and Issues in ECE the first or second semester and candidates must enroll in the fieldwork class LEE241 in their next-to-last or last semester. Credential candidates must wait until their last semester to complete their summative research paper as a culminating activity. Handbooks and web information was posted for easy access of program requirements and timelines. Candidates stated they felt well informed regarding the specifics of the ECE program and were checked on often by their advisors and the program coordinator to ensure they were heading in the right direction.

Because the ECE Specialist Credential requires candidates to hold a valid multiple subject credential, most candidates enter the program with several years of experience in kindergarten or the primary grades, while some also have professional experience with preschool aged students. Coursework builds on that experience with its theory-to-practice model and the expectation that candidates must not only show theoretical understanding, but must be able to apply that knowledge to their work with young children and families. Candidates interviewed indicated the field experience in LEE241 enables them to demonstrate mastery of specific skills with children and provide evidence by video-taping of candidate and student learning in the classroom. The supervisor, master teachers, and candidates confirmed that several reviews are conducted at the school site to observe the candidates and document their progress. The candidates indicated that support from the university supervisor was available to assist them with any questions or concerns. Documentation from the fieldwork class, LEE241 indicated that the candidate's skills were expanded even further by requiring a high level of performance which is essential to meet the ECE Standards. Documentation of the high level of performance was confirmed through input from the fieldwork supervisor and in writing by the candidate's principal or professional supervisor. Program advisors and program coordinators both indicated that they completed a series of steps to ensure that the candidate advanced to Candidacy. This process was confirmed by current candidates who noted the detail and continuous level of care especially from their university supervisory. The candidates stated they received support throughout the entire ECE program. Completers felt prepared to teach and employers indicated that they welcomed the opportunity to hire a teacher prepared through the ECE Specialist program due to the integration of course work with the actual needs of the early childhood students.

Assessment of Candidates

According to candidate feedback, the program coordinator, and faculty, data driven efforts are supported by five key program assessments used to evaluate candidate effectiveness and provide feedback for improvement efforts.

Assessment 1: Action Research Project /Paper / Presentation

Assessment 2: ECE Portfolio

Assessment 3: Developmentally Appropriate Practice: The Charter School

Assessment 4: The ECE Leadership Activity

Assessment 5: Research Paper (In lieu of thesis or project completed by MA candidates at the end of their program)

These assessments measure the candidate's cultural competence, communication skills, relevant theory and research of early education, collaborative teaching, advocacy, leadership, and research methods. The Program Coordinator supplied evidence that most of these skills are measured in at least two to three key assessments in the program, with 95% or better exceeding the required level of knowledge on their first attempt. These assessments measure all the required performance expectations as identified by the California Commission on Teacher Credentialing Standards for Early Childhood Education, and the National Association of Education for Young Children.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Bilingual Authorization, Spanish and Hmong

Program Design

The design of the Fresno State Spanish and Hmong Bilingual Authorization Program is part of the Liberal Studies Blended (LBS) Concentration Program which is integrated into the Multiple Subject Credential Program. The primary goal of the program is to train candidates to teach in the primary language, specifically Spanish and Hmong. Spanish and Hmong are the dominant non-English languages of the community served by the university.

Recruitment efforts for the Bilingual Authorization occur when candidates are in the undergraduate programs; specifically targeted are native speakers in Hmong or Spanish. The program coordinator meets with the Spanish and Hmong departments twice-monthly to discuss updates to the program, curriculum alignment, and recruitment efforts.

The LBS option enables candidates to complete a portion of their Multiple Subjects credential coursework as part of their undergraduate studies. Based on interviews, candidates reported that the Bachelor of Arts (B.A.) courses prepared them to, not only fulfill a prerequisite for the Bilingual Authorization, but enabled them to learn and practice improving their bilingual oral language and written skills. Also, they shared that they felt prepared to work with bilingual

populations. One candidate explained how the courses she took in her B.A. Program at FSU aligned with her study abroad experience in nearby Mexico. The remainder of program coursework, including pedagogical coursework and student teaching, is completed as part of the graduate-level Multiple Subjects credential program.

Course of Study (Coursework and Field Experience)

The course of study for candidates completing the Bilingual Authorization is identical to that required for the Preliminary Multiple Subjects credential program. In addition the authorization requires primary language coursework and field experience in either Spanish or Hmong. These requirements are met in the following manner.

- Required language courses for the program are sequenced to develop and assess language competency. In the field experience, bilingual teacher candidates complete their final student teaching in a bilingual setting. A brochure was created by the Coordinator to supply information about the Bilingual Authorization in such areas as advising, course pathways, and online surveys.
- The Liberal Studies Blended Concentration Program allows under-graduate Liberal Studies candidates to take specific courses as a concentration as part of their program. Four courses in the Spanish and Hmong concentration fulfill this prerequisite requirement. In addition to the Spanish and Hmong courses, the Bilingual Authorization Program requires that bilingual teacher candidates complete one additional course once enrolled in the School of Education along with their final student teaching practicum, which must be completed in a bilingual setting.
- Documents indicate that Candidates complete the Hmong Bilingual Authorization by completing two language courses and Anthropology in their undergraduate program. Also, they specifically target teaching content in a bilingual setting and student teaching in a bilingual setting.
- Candidates complete the Spanish Bilingual Authorization by completing four courses in their undergraduate program with one Cultural Latino class. Candidates then teach content in the primary language while working on their student teaching in a bilingual setting. During interviews, candidates validated that advising was effective, informative, and led to the success of their completion in the program.

Assessment of Candidates

Upon entering the Preliminary Multiple Subjects credential program, the bilingual teacher candidate must demonstrate an appropriate level of primary language proficiency (Spanish or Hmong). As part of the initial interview to the Teacher Education Program with a concentration in Bilingual Education, the Bilingual Coordinator meets with the bilingual teacher candidate to review previous coursework and assessment of language proficiency. This initial interview provides time for candidates who may not have obtained a language score (in either Spanish or Hmong) at the “Intermediate High” or beyond to discuss strategies for meeting this criterion

To exit the Multiple Subject credential program, candidates must complete all program requirements as described in the Multiple Subjects program report. In addition, candidates for the Bilingual Authorization meet with the Bilingual Coordinator to review successful completion of the required primary language coursework and field experience and to demonstrate at least an “Intermediate high” level or above in language proficiency in either Spanish or Hmong.

The Bilingual Authorization Summative Assessment includes two areas. The first summative assessment is based on language competency and completion, which are equivalent to the LOTE TESOL requirement. The second summative assessment is student teaching, which must be completed in a bilingual setting. Candidates must work collaboratively with the master teacher and supervisor to plan and implement a lesson plan in Spanish or Hmong. Master teachers stated that candidates were well prepared and ready to teach the students. Candidates indicated during interviews that university Supervisors were supportive and visited the school on a weekly basis. Timely feedback was provided on all questions and guidance and helpful input was given on lesson plans and classroom management. In interviews, candidates stated that they met with the Coordinator of the program on a regular basis (one time per Phase) to ensure that their oral and written language was meeting program requirements. Candidates indicated that the Coordinator meetings helped ensure they were on track to complete the program successfully. All Bilingual Authorization Credential recommendations are made by the Coordinator, who works closely with the credential analyst.

Follow-up assessment of the Bilingual Authorization program completers for the Multiple Subject Credential includes a survey completed by first year teachers and the completer’s supervisor and/or site principal. Recent results from supervisors showed that candidates were “adequately prepared” to work with English Learners.

Standard Findings

After review of the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Reading/Language Arts Specialist Credential

Program Design

The Reading and Literacy Added Authorization [RLAA] and the Reading and Literacy Leadership Specialist Credential [RLLSC] programs at California State University, Fresno are integrated with the Master of Arts degree in Education with an in emphasis in Reading/Language Arts. The Master’s Degree is a 30-unit program, 27 units of which may be applied to the Reading/Language Arts Specialist Credential. The RLAA can be completed in three semesters and the RLLSC plus MS degree can be completed in five semesters. Three cohorts are currently offered by CSUF, including an online cohort, an on-campus cohort, and a cohort located in a cooperating school district (seven school districts participate on a rotating basis, one cohort at any given time).

The institution has recently rewritten its RLAA and RLLSC programs to conform to new standards. Interviews with program completers are based on the old standards, but since many aspects of the program remain the same, interview evidence is applicable to the new program as well. RLAA/RLLSC completers expressed a high level of satisfaction with the program design. A completer from Visalia (a partnership district) explained that having the RLAA/RLLSC offered at her school site improved the literacy environment and performance of the entire school. Many teachers were involved in taking coursework and in carrying out assignments with their students in Visalia schools.

Course of Study (Coursework and Field Experience)

RLAA and RLLSC coursework is integrated into field experiences through major assignments that require candidates to apply specific course content with students in classrooms. RLAA candidates complete 18 semester units of Reading/Language Arts core subject matter and 9 units of supervised field work. All courses are offered in a predetermined sequence on and off campus, and online.

The core subject matter courses include literacy processes, K-12 language arts practices, assessment of reading abilities, language issues in reading, children & adolescent literature, and research for reading professionals. RLLSC candidates take advanced courses focusing on research methods and the analysis and interpretation of literacy research results. Candidates analyze research on intervention strategies to address specific literacy needs. Further, advanced courses also provide candidates with research on adult learning theory and the implications the research holds for delivering professional development in future roles as literacy leaders.

RLAA Candidates participate in supervised clinical field experience completing thirty (30) hours of small-group intervention instruction and assessment. RLLSC candidates complete an additional thirty-hour intensive individual intervention supervised experience. Additionally, RLLSC candidates complete thirty (30) hours of supervised classroom-based peer mentoring/coaching. Candidates refine and master their literacy leadership skills by collaborating with a colleague in three peer-coaching cycles; each cycle consists of pre-consultation, observation/modeling, and debriefing consultation.

According to the Reading Coordinator, nearly all reading candidates complete the RLAA, RLLSC, and Masters degree components of the program. The candidates and completers interviewed did not appear to know which specific courses belonged to the RLAA and which belonged to the RLLSC. Therefore, the combined terminology RLAA/RLLSC is used for the two programs. Completers and current reading candidates expressed a high level of satisfaction with the RLAA/RLLSC Program. They stated that it is a rigorous program that prepared them well for roles as reading specialists and reading coaches. Candidates and completers stated that the program provided them with the skills to diagnose and remediate reading difficulties and the professional language needed to communicate results to teachers, principals, and parents. According to the RLAA/RLLSC Coordinator, the same faculty members teach courses on both sites and in the on-line cohort and work closely with all candidates. Completers in the on-campus and partnership cohorts reported close relationships with the reading faculty. One completer noted that she was supported by her professors when she had to take a leave of absence from the program. She expressed thanks that the reading professors stayed in touch with

her and assisted her in returning to complete the program. Completers noted that the RLAA/RLLSC assignments were closely aligned to the Masters degree project, allowing them a seamless transition to this component of their education. Completers and current candidates reported being knowledgeable about reading research and well prepared to become literacy leaders in their schools and communities.

Assessment of Candidates

Candidate performance is measured with a variety of assessments embedded in the coursework and fieldwork. Candidates demonstrate their ability to connect theory with practice in the Theory to Practice Paper and Project (first semester of the RLAA). Additionally, each RLAA candidate prepares a Reading/Language Arts Specialist Instructional Portfolio in the initial field experience course. In the final field experience, RLAA candidates submit a Matrix of Experience form indicating the number of Reading/Language Arts Specialist Credential objectives met by the candidate. RLLSC candidates are assessed on their Literature Reviews in the first semester and Coaching Presentations in the final semester of the RLLSC Program. Finally, candidates complete the Reading/Language Arts Specialist Credential Self-Assessment Exit Survey self-assessing their levels of preparedness in the areas of oral language, reading/language arts, English learners, diagnosis of reading difficulties, administration of reading assessments, and the role of the Reading/Language Arts Specialist.

The RLAA/RLLSC Program is currently transitioning to new standards and the assessments are also in transition. Completers mentioned that the literature review and coaching presentation were particularly valuable but were not familiar with other assessments, such as the comprehensive exit exam, that has been developed for the new program. One completer stated that the coaching assessment prepared her well for her current job as a reading coach. Reading faculty indicated that candidates are assessed at multiple points throughout the RLAA/RLLSC program. They noted that reading candidates fulfill the CSU Writing Skills Test in one of the course assessments. A current program candidate confirmed that all of the assessments listed in the paragraph above are being administered in the program. The candidate stated that she valued the on-line component of the portfolio assignment because this led her to create a website with a variety of links, videos, papers, etc. The candidate mentioned that this website would be a useful tool to share with potential employers. Interviews with the reading faculty confirmed that all program assessments are linked to field work and are designed to prepare candidates for their future work as reading professionals.

Standard Findings

After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards are **Met**.

Agriculture Specialist Credential

Program Design

Candidates for the Agriculture Specialist Credential must complete all of the professional education courses required for the Single Subject Credential and the agricultural education

courses required for the Specialist Credential. Because of these additional requirements, the Agricultural Specialist Credential is referred to as an “advanced credential.”

A faculty member from the Animal Sciences and Agricultural Education Department, located within the Jordan College of Agricultural Sciences and Technology (JCAST), coordinates the Agricultural Education Degree Program and the Agriculture Specialist Credential Program. The coordinator works with the credential coordinators and administrators within the Kremen School of Education and Human Development (KSOEHD). Coordination of the Agriculture Specialist Program is enhanced by the university policy of concentrating all credential admissions and processing functions in one office located in the KSOEHD.

The program coordinator advises undergraduate and graduate Agricultural Education majors. The coordinator also teaches undergraduate and graduate courses in Agricultural Education. In addition, the coordinator places and supervises Agriculture Specialist student teachers, serves as liaison with the State Department of Education Agricultural Education Unit, and is responsible for all phases of the Agricultural Education curriculum and program. Student teaching placements occur only at approved sites which enjoy considerable administrative support. Master teachers must have considerable classroom experience in agriculture education. Additionally, they are closely supported by program faculty when student teachers are assigned to them.

The coordinator meets with the Agricultural Education Advisory Committee on matters related to the credential program. This committee establishes the vision for the program and provides an assessment function. The advisory committee consists of high school and community college teachers of agriculture and representatives from agribusiness and farming. The committee provides a point of contacts between the program and the community served by the program.

The program faculty meets regularly with other universities offering Single Subject—Agriculture Specialist Credentials. Representatives of these universities and the California Agricultural Education State Staff meet about four times each year to discuss and coordinate statewide issues and activities. This collaboration results in coordinated statewide programs for agriculture student teachers and master teachers.

Course of Study (Curriculum and Field Experience)

The Agriculture Specialist Credential Program is a five-year program. Most candidates first obtain a BS degree with a major in Agricultural Education. To complete the degree, candidates must complete 39 semester units of agriculture core subject matter. Also, they must complete a specialization area comprised of 15 semester units from one of the following areas:

1) Agriculture Business; 2) Mechanized Agriculture; 3) Animal Sciences; or 4) Plant Science. Subject matter knowledge is documented through completion of the undergraduate preparation program and verification of a state-mandated 3,000 clock hours of occupational experience. Program completers stress the many opportunities available to candidates for completion of those hours. Candidates complete an interview with a member of the California State Department of Education Agricultural Education Staff prior to enrolling in the final field experience course.

Those candidates desiring to enter the Agriculture Specialist Credential Program with a degree in an agricultural major other than Agricultural Education must complete deficits in their preparation. This can be done in one of two ways. (1) Complete the courses that are required, or (2) Pass the specific California Subject Examination for Teachers (CSET) for Agriculture. Undergraduate candidates from other majors are advised to complete a major in Agricultural Education.

Undergraduate candidates complete an early field experience course (AGED 050) and 12 additional semester units of sequenced Agricultural Education course work to provide them with a professional education knowledge base for teaching agricultural education.

After demonstrating subject matter competence, candidates are eligible for admission to the Single Subject in Agriculture and the Agricultural Specialist Credential Programs. To teach high school agricultural education within the state, candidates must obtain both credentials.

The post-baccalaureate (fifth-year) program for Agricultural Education Teacher Preparation is structured so candidates, with a combination of undergraduate and graduate professional education course work, will concurrently fulfill the requirements for the Single Subject, Agriculture and Agriculture Specialist Credentials by taking a sequenced course of study totaling 39 semester units of post-baccalaureate courses.

At the post-baccalaureate level, candidates are enrolled in foundations, content instruction, psychology, and methods and materials courses. In addition, candidates are enrolled in a field experience course (EHD 155A) during the first semester of their graduate program. Second semester candidates are enrolled in an additional field experience course (EHD 155B) and spend one high school semester student teaching at an approved site. During this semester candidates are also enrolled in two graduate courses that require them to research and/or apply specific knowledge and skills to programs and issues arising during the final field experience.

Candidates are supervised in the field by members of the agricultural education faculty. Field experience requirements unique to the agriculture specialist credential includes early field work experience course (AGED 050) in which candidates are required to complete a philosophy of agricultural education assignment that includes the three-circle model of agricultural education. During final student teaching, EDH 155B, candidates are required to serve as an advisor for at least one FFA meeting, attend an advisory committee meeting, plan and conduct a minimum of 10 agricultural experience program supervisory visits, participate in state and/or national FFA activities, and participate in professional agricultural education association activities.

Interviews with program candidates and completers confirmed that program coursework is effective in preparing candidates for student teaching in agriculture education, and that support and guidance provided by university supervisors and master teachers was consistent and of high quality. Interviews also confirmed that program faculty and the program coordinator were highly skilled and accessible whenever a candidate had questions or concerns.

Assessment of Candidates

Candidates are assessed utilizing the Fresno Assessment of Student Teachers (FAST) to determine whether candidates meet the Teacher Performance Expectations. All three members of the Agricultural Education faculty have completed a formal training program for scoring each of the FAST assessment components and do most of the scoring of the Agriculture Specialist candidates. Other scorers have also completed the FAST formal training for scoring. Additionally, candidates document a minimum of 3,000 clock hours of occupational experience in agriculture. An interview with a representative of the California Department of Education, Agricultural Education Unit results in verification of the candidate's occupational experience.

Candidates are required to complete a final project during the semester they complete final student teaching. Typically, these final projects benefit the host school or community. Examples include the rewiring or plumbing of greenhouses, installation of an irrigation system, renovation of existing internal space, and the updating of instructional materials. Photographic evidence may be presented. A scoring rubric is used to assess candidate performance. Data are compiled at the end of each semester to determine candidate performance on their projects. Examples of final projects were available for review at the site visit, along with the rubrics used for scoring them.

Candidates are also required to compile a professional portfolio during their final semester in the credential program. Portfolios are scored utilizing a scoring rubric and data are compiled at the end of each semester documenting candidate performance. Another assessment during final student teaching requires each candidate to complete a checklist of items documenting that they have met the exit competencies of a successful agriculture teacher. Portfolios are evaluated and scored by the Agriculture Specialist program coordinator.

Standard Findings

After review of the institutional report and supporting documentation, and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

Services Credential Programs

Preliminary Administrative Services Credential Program

Program Design

The Preliminary Administrative Services credential program at CSU Fresno exists within the Educational Leadership and Administration Program in the Department of Educational Research and Administration in the KSOED A program coordinator, who reports to the Department Chair, coordinates this program in collaboration with program faculty.

Program candidates and Interns are expected to complete a Master of Arts Degree in Educational Leadership and Administration as part of an integrated credential/master's program, unless the candidate already holds a master's degree, in which case the candidate completes the credential-only portion. The coursework required for the credential consists of 24 units. Additional requirements for the master's degree consist of three units of research and four units of a culminating project.

The program is offered through a cohort delivery model at various sites with an intern option as part of the cohort model. All cohorts are in partnership with local school districts within the Central Valley. Intern candidates complete the same courses as all other candidates, however, Intern candidates complete two additional courses which prepare them for their initial roles as practicing administrators.

All coursework and fieldwork experiences are based on the California Professional Standards for Educational Leaders (CPSELs). Candidates apply theoretical and scholarly concepts, knowledge, and leadership skills in leading schools and school districts. The mission of the Educational Leadership and Administration Program is *to prepare credible and relevant leaders in education*, and this mission guides all program and assessment activities. Program faculty are highly articulate in voicing support for this guiding principle, and interviews with employers and Advisory Board members confirmed that the program is highly effective in fulfilling this mission.

Course of Study (Curriculum and Field Experience)

The Preliminary Administrative Services Credential program has been structured to provide a logical sequence of learning. The curriculum is designed to develop candidates' knowledge and skill to formally and informally assess, using specific processes and research-based tools, the current state of a department/school site and then deploy actions toward a desired future.

Coursework has been designed around a number of key experiences including signature assignments and embedded fieldwork. Within any given course, there are three or four signature assignments. Fieldwork is also coordinated with each candidate's host school. Each experience has been designed to align with the real world of school leadership and assess a set of student learning outcomes and program standards. The assessment activities or experiences have been designed to be relevant and realistic and based on best practices research in successful leadership. The unit takes advantage of a strong relationship with its advisory board, consisting of regional school district leaders. Interviews with candidates and completers confirmed that coursework and assignments are highly relevant, and that candidates are able to adapt assignments to their particular school environments and learning needs.

During fieldwork, all candidates and Interns are supported by a university supervisor and district mentor. Candidates and completers reported that they received outstanding support from university supervisors, and that program faculty and supervisors were very helpful in assisting candidates to adapt assignments to particular work settings and in guiding candidates' successful completion of all fieldwork assignments.

Assessment of Candidates

Candidate performance on signature assignments and embedded fieldwork in all courses is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Candidates receive immediate feedback on all competencies in written and verbal form. Essential assessment occurs through Signature Assignments, embedded fieldwork evaluations, student work product samples, and a 360-degree disposition survey.

During all courses, candidates maintain a daily log of field experiences and submit a summary report to the University Supervisor at the end of each grading period. The log is a sequential record of the

major activities and experiences undertaken. The candidates prepare the final report with substantiating evidence of accomplishment. (Interns are not responsible for keeping a log of all activities; however, they submit a final report each semester.)

The ultimate assessment tool for the program is the Candidate Portfolio. It is an organized file in which candidates maintain records of their signature assignments, fieldwork activities, and if an administrative Intern, a record of Intern activities. The candidate presents the completed Candidate Portfolio (with all embedded fieldwork and signature assignment, including Internship activities if the candidate has been named to an Internship) to the district mentor and the university supervisor, who together make a final determination of whether the candidate has demonstrated “practice that meets the standard” of a beginning school administrator.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met**.

Professional Clear Administrative Services Credential Program

Program Design

The current KSOEHD Professional Clear Administrative Services credential program is a response to changes in enrollment and the needs of partner districts during recent years. In light of dwindling numbers of candidates taking coursework in the previous Professional Clear Credential program, as well as the loss of funding through the AB 430 Administrator Training Program, leadership and faculty of the Educational Leadership and Administration Program decided in 2010 to cease offering the program as they had been and commenced offering the Clear Credential solely through the Doctoral Program in Educational Leadership at Fresno State (DPELFS). Candidates clearing their credentials through the doctoral program take courses deemed to be equivalent to those that had been taught in the regular program. The number of credential completers through the doctoral program during the time it has been offered has been small, as is the number of current candidates. Completers and current candidates who were interviewed all cited the effectiveness of the program in helping them to become stronger and more reflective practitioners.

Course of Study (Curriculum and Field Experience)

Candidates in the revised program, provided through the doctoral program, take courses in the areas of school law, human resources, organizational theory, resource management, conflict resolution theory, and other classes which are designed to promote higher level thinking than experienced in the preliminary administrative services program. Discussions are promoted that address key issues in education, all directed toward assisting candidates in leading their current schools. Each course contains extensive fieldwork, assuring learning relative to real life educational issues and problems. Field experience is conducted primarily at their schools of employment. Supervision and support during the program is provided by university faculty and a district mentor. Interviews indicated a strong level of support and guidance from university faculty for candidates throughout their induction experiences.

Assessment of Candidates

Candidate performance on course signature assignments and embedded fieldwork is used to measure candidate learning of intended outcomes. Performance is assessed through signature assignment and embedded fieldwork ratings/scores. Assessments are carefully explained to candidates at the beginning of each course. Candidates receive timely feedback on all competencies in written and verbal form.

Candidates are also assessed for program competencies through doctoral annual candidate reviews in which faculty identify each candidate's strengths and areas for growth and development, and then the candidate receives this feedback in written form. Additionally, the doctoral program qualifying exam is used to assess candidate competency as a culminating experience.

Standard Findings

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, and employers, the team determined that all program standards are **Met**.

Pupil Personnel Services School Counseling Services Credential Program

Program Design

The Pupil Personnel Services (PPS) Credential Program in School Counseling is offered in the Department of Counseling, Special Education and Rehabilitation (CSER) at Fresno State and operates in close collaboration with the KSOED. Program oversight is provided by a Program Coordinator who is nominated by the program faculty and approved by the Dean. The coordinator is responsible for ensuring that the program adheres to CCTC standards and for communicating with the Commission concerning any items related to PPS School Counseling programs. The coordinator is also responsible for candidate recruitment and admission, overseeing field supervision, providing coordination with school district administrators, and recommending candidates for credentials. The PPS Coordinator and other full time faculty serve as advisors to the program, and a program web site provides support information for faculty, supervisors, and candidates. As PPS candidates progress through the program, faculty members serve as their mentors, role models, and advocates.

The program is designed to be completed in two years and trains candidates to work as school counselors in K-12 school settings. PPS candidates take eight courses with other counseling candidates specializing in MFCC and Higher Education emphases. In addition, PPS candidates take five courses specifically designed with a School Counseling emphasis—in addition to eight units of fieldwork specifically focused on K-12 settings. Graduates of the program indicated that they appreciated the design of the program, specifically stating that the “flexibility in choosing a fieldwork site” allowed them to train in areas where they would hope to eventually work. Candidates have the option to complete the credential program without obtaining a Master's degree, but this option is typically exercised only by candidates who enter the program with an existing Master's degree. This may include candidates who obtain their PPS School Counseling credential after completing the MFCC Master's program. Site fieldwork supervisors noted and appreciated that the School Counseling candidates and graduates typically have a thorough understanding of mental health counseling in the schools, with one supervisor stating “I usually

pair up the School Psychologist Intern with the School Counselor Intern, so that the School Psychologist Intern gets more mental health experience, and the School Counseling Intern gets more assessment experience.”

The district employers, supervisors and advisory board members who were interviewed felt that they were able to positively influence program design and implementation. The Advisory Board meets two times a year, and advisory board members stated that when they suggested program improvements, the program regularly acted on their suggestions.

Course of Study (Coursework and Field Experience)

The 48-unit PPS credential coursework is available to full and part-time candidates through a majority of late afternoon, evening, or weekend classes. The curriculum includes six units of prerequisite coursework. The prerequisites are followed by the 48 unit credential program curriculum. There are seven basic core courses which comprise 22 units. These units are followed by 26 units of advanced specialization courses in K-12 school counseling. Included in the 26 units of advanced specialization are eight units of supervised field experience in a K-12 school site.

The supervised experience in counseling includes internships for a minimum of 600 clock hours at two school levels (elementary/middle & high school). The 600 hundred clock hours can be translated into eight semester units with 300 hundred clock hours per four-unit class. Candidates complete the 600 clock hours in at least two levels of experiences, grades K-8 and 9-12. Four hundred hours are completed in public schools. One hundred and fifty hours are devoted to issues of diversity. Coursework is integrated with field experience, and faculty noted during interviews that they often reference fieldwork school sites in order to illustrate the content of their courses. The PPS Coordinator also plays a role in ensuring that course work and field experiences are closely integrated. The field experiences are completed after the basic core, practicum, and advanced specialization courses. A site-based fieldwork supervisor evaluates the candidate at the end of the semester with a program-developed evaluation instrument. Candidates stated in interviews that “coursework prepared us to meet the demands at our fieldwork sites.” This was corroborated by interviews with field supervisors who stated that “candidates come to their sites prepared to work and learn.” PPS candidates also stated that their fieldwork placements taught them to be “advocates for our own education,” because they sought out connections with local schools and counselors.

Candidates are assessed throughout the program in their course work and in fieldwork placements. In the event that a candidate needs extra support, key faculty including the Program Coordinator, hold a meeting, a “Clinical Review”, in which the candidate’s progress is discussed along with suggestions and recommendations to help the candidate to continue. Candidates in fieldwork sites are additionally supported with a site-based supervisor, who evaluates the candidate on a formal basis at the end of the candidate’s fieldwork, and informally with the candidate throughout his or her entire fieldwork experience. Fieldwork supervisors reported that candidates come prepared to work, and are open to feedback from the supervisors. For example, supervisors indicated in interviews that candidates are always receptive to learning about and completing tasks that may be very site specific and not necessarily something that was taught in a course.

Assessment of Candidates

The program has a three-part system that assesses candidates prior to, during, and at the end of the program. Prior to formal admission, the program utilizes the completed application packet to assess academic proficiency, knowledge of the profession, research, mental health, professional identity, English proficiency, and writing proficiency. During the program, faculty use clinical reviews, Graduate Writing Requirements, and course requirements to assess counseling knowledge and skills, writing competence, and professional knowledge and skills. At the end of the program, the faculty and coordinator use Culminating Experience, Field Placement, Employers Evaluation, and Program Completion Forms to assess the appropriate application of knowledge to counseling, writing competence, and the completion of all required credential program competencies. Additionally, the final assessment of competence comes from key program assignments and assessments, including a Professional Portfolio and fieldwork evaluations. The portfolio and evaluations serve as a means for the Program Coordinator to determine whether a candidate has satisfied each professional standard.

Candidates are informed about their progress as they matriculate through the program, and both candidates and graduates expressed appreciation of the program's assessment of their counseling skills before fieldwork placement. This particular assessment utilized videotaping counseling sessions in the program's training lab, which also has counseling rooms with one way glass windows. Faculty indicated that candidates' counseling skills are developed and assessed in the lab, enabling them to provide direct feedback to candidates prior to their counseling work in the schools. Faculty also explained during interviews that it was in the lab setting that candidates who may be having difficulty were most likely to benefit from more direct support and interventions. If a candidate has difficulty in the counseling lab, coursework, or fieldwork experience, a memo of understanding focusing on a remediation plan is developed to assist the struggling candidate.

To ensure that candidates acquire the knowledge, skills, and competencies to be effective school counselors, there are formal checkpoints throughout the program so that the candidates, program faculty, and advisors can quickly assess progress throughout the program of study. When candidates finish the program, they complete an anonymous exit survey. The survey gives insight into the candidate's experience of the program courses, strengths, weaknesses, and satisfaction with the program. The information, along with feedback from employers, fieldwork supervisors, and faculty, is used to guide program improvement efforts. One employer noted that "the institution modifies and adapts the program to meet the needs of the community," and that advocated hiring candidates from this program because they were assets to any school site.

Standards Findings

After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Pupil Personnel Services School Social Work/Child Welfare and Attendance

Program Design

The Pupil Personnel Services (PPS) credential with specializations in school social work (SSW) and child welfare and attendance (CWA) is part of the Master of Social Work (M.S.W.) degree program. The program is offered through the Department of Social Work Education, which is one of eight departments in the College of Health and Human Services at California State University, Fresno.

The PPS Program Coordinator is responsible for overseeing the delivery of the PPS program and participates actively with all stakeholders to ensure program coherence and alignment with all accreditation standards. District supervisors, employers and Advisory Board members all stated in interviews that the leadership of the program communicates with all parties on a regular basis and is receptive to stakeholder input.

The MSW/PPS program is one of several credential programs outside of the KSOED. In order to coordinate effectively, the KSOEHD convenes yearly meetings of all credential program coordinators from across the university. These meetings address important topics such as state and national accreditation standards and requirements, vision and mission statements, curriculum, administrative and policy matters, and collaboration among programs. The meetings also provide a venue to review any program changes or to discuss any difficulties that programs might be facing. The PPS Coordinator is a member of both the KSOEHD Graduate and the NCATE/CCTC Coordinator's committees.

The M.S.W. and PPS is a two year, full-time program of 60 units: 50 units of course work and 10 units of concurrent field placement study. There are three goals of the Master of Social Work Degree program focused on 1) a commitment to social justice, 2) diversity awareness/competence, and 3) an empowerment perspective. The faculty in the Department of Social Work Education use feedback from candidates, graduates, and supervisors in all levels of program design. For example, program candidates provide input during the planning of the second year internship as well as through advising, supervision, representation on the PPS Credential Committee, and program exit and alumni surveys. In interviews, candidates and program completers stated that the overall support, acceptance, and guidance by program faculty was very conducive to their success throughout the program and for developing employment prospects after program completion.

The PPS coordinator works with both candidates and school districts in assigning candidates to field placement, and all parties have the opportunity for input about the acceptability of a placement. A faculty member with a PPS credential is assigned as a liaison to oversee the internship and provide support to the field instructor and candidates. There is also input from local districts and schools through annual regional meetings with all PPS field instructors and the PPS Credential Committee. Meetings with PPS field instructors occur both on campus and at regional school sites. These meetings are used to inform all parties about program exit survey results, program evaluation results, changes to the program, and to create a forum for support and exchange of information. The PPS Credential Committee is comprised of faculty, PPS field instructors, school administrators and PPS candidates. It meets two times per year and also provides an opportunity for input regarding program delivery and outcomes.

Course of Study (Coursework and Field Experience)

The M.S.W. and PPS is a 60 unit advanced credential program. Foundation coursework and 400 hours of concurrent field internship are completed during the first year of the program. The multi-systems social work practice concentration is undertaken in the second year. It consists of advanced coursework in all five levels of the multi-systems concentration and concurrent advanced field internship, including the content specific to the PPS program. The second year internship requires completion of 600 hours of supervised practice, a minimum of 100 hours at two developmental levels, and work with a minimum of 10 pupils ethnically different from the candidate for a minimum of 100 hours. Field experience is closely aligned with course content and guided by standardized learning agreements with assignments linked to each practicum course. A PPS learning agreement addendum is also utilized to ensure that all program requirements and competencies are addressed in the internship experience.

Field placements for the PPS program are available in a number of K-12 school districts throughout the central San Joaquin valley. Placements must be approved by the Department of Social Work Education as meeting the requirements of the MSW and PPS program. There are typically about 20 candidates participating in the program each year. Candidates participate in several program orientation meetings prior to beginning field instruction in the schools. Requirements of the program are reviewed and compliance is confirmed by the PPS Coordinator prior to beginning the internship. Field instructors complete mandatory departmental training to fulfill their instructional role and also participate in annual, on-going training and professional development. Field work supervisors reported in interviews that they are in contact with the University on a weekly basis, whether by email, phone, or in person contact.

Candidates meet with the assigned MSW/PPS field instructor for supervision a minimum of one hour per week. Department-designated learning agreements from the MSW 2 Field Manual and a PPS addendum guide candidates' learning experiences and serve as the basis for evaluation of candidate performance at four points during the academic year. Interviews with employers, field supervisors, and graduates all confirmed that the learning agreements were very effective in coordinating the classroom work with the requirements in fieldwork. A faculty liaison with a PPS credential oversees the learning experience and provides support to the field instructor and candidate. The liaison role requires a minimum of four site visits per academic year.

Assessment of Candidates

Upon entry into the MSW program, all candidates participate in a mandatory graduate candidate orientation in which university and program requirements are carefully reviewed. Candidates are referred to the University catalog, Division of Graduate Studies, and the Department of Social Work Education website for access to important policies, requirements and documents. A faculty advisor is assigned to each candidate with the expectation that the candidate will meet with the advisor at least once each semester to review progress toward program completion. PPS candidates participate in additional orientation regarding PPS requirements and receive a PPS Candidate Handbook. Specific program benchmarks such as grades, field performance, and the PPS portfolio are reviewed during the program. Assessment of candidate program competencies occurs throughout the program at the end of each course and during field internship assignments. Candidates receive feedback on their performance, primarily in the form of grades and field

evaluations, and continue to progress through the program so long as their performance meets program benchmarks. Candidates who do not meet academic standards are placed on academic probation per university policy and cannot proceed in practice courses or internship until their grades are raised to a satisfactory level. Candidates who have difficulty in field placements may be placed on a corrective action plan and will only continue in a placement if performance problems are satisfactorily resolved. A corrective action plan includes direct support from the program coordinator, which includes more individual meeting times and oversight of specific course and fieldwork activities.

Specific program checkpoints include Advancement to Candidacy at the completion of nine units, completion of the MSW program, and recommendation for the credential based on a summative determination of candidate competence.

All program graduates complete program exit surveys. Survey data indicate that graduates feel the program was very beneficial to their overall goals, and interviews with graduates and candidates at the site visit corroborated these data. Alumni survey data is also collected every three years. These surveys provide information regarding program effectiveness and outcomes. This data is also used to identify program strengths and to identify target areas for program improvement.

Standard Findings

After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Pupil Personnel Services School Psychology Services Credential Program

Program Design

The Educational Specialist (Ed.S.) degree in School Psychology provides professional training for future school psychologists. At the completion of the program the candidates receive the Ed.S. degree and the Pupil Personnel Services Credential in School Psychology. The Program is part of the Department of Psychology within the College of Science and Mathematics. The Program Coordinator works closely with the faculty in the Psychology Department, the Dean of Science and Mathematics, and the Dean of the Kremen School of Education and other credential program coordinators. The Program Coordinator serves as the advisor for the candidates in the program. The program has been NASP/NCATE accredited since 1994 and due to NASP/NCATE restrictions, the program keeps enrollment ratio at ten candidates to one faculty member. The program typically accepts ten candidates per cohort into the three-year program. The program is only available for fulltime graduate candidates. All courses in the program are required, as well as a thesis. The program uses surveys of recent alumni to assess the utility of the current courses in the program and to address any areas of need. The program also solicits feedback from site supervisors, employers, and advisory board members on the effectiveness of program courses. The Program Coordinator secured grant funding so that in the first two years

of the program, candidates are partially supported with scholarship funding to assist in the cost of the program. In the third year, candidates engage in an academic-year-long paid internship.

Candidates and graduates of the program stated in interviews that the program design and content is rigorous and prepares them very well to meet the challenges of working in the schools. Several candidates stated that “our program is well respected in the area, and districts primarily hire school psychologist who graduated from the program.” This information was corroborated by interviews with district supervisors and employers. The program has an Advisory Board, which meets twice a year, and includes lead school psychologists and PPS directors from Central California. The Advisory Board is regularly asked to note program strengths, needs, and areas for curriculum revision, and Board members indicated that changes are made based on their input.

Course of Study (Curriculum and Field Experience)

The program curriculum includes 64 units of coursework in the first two years, 4 units of practicum, 12 units of internship, and 3 units of thesis. Candidates graduate with an Educational Specialist Degree which typically includes 73-76 units. Candidates take all program courses as a cohort. The courses have a research based orientation with an emphasis on behavioral interventions and include traditional assessment measures. Candidates are instructed on the Response to Intervention (RTI) model through a course in instructional consultation, and through required academic and behavioral intervention projects throughout the program. Candidates are required to complete 500 hours of practicum across the first two years. Afterwards, candidates are required to complete a minimum of 1200 hours at two school levels (elementary, middle, or high school). Graduates, candidates, and field supervisors indicated that all course work was well integrated with the fieldwork. District supervisors stated in interviews that “candidates bring their syllabi every term, so we know exactly what they are working on in the classroom.” During fieldwork and practicum, candidates conduct observations, assessments, interventions, and counseling.

The program coordinator places each candidate individually each semester with a practicing school psychologist, and candidates are rotated through local districts during their first two years in the program. Candidates begin practicum the first semester in the program. During the first year in the program they are placed with a field supervisor one day per week. In the second year candidates spend two days per week in a field placement. The program provides supervision weekly in a practicum class for those in years one and two and in an internship class for those in the third year. The program collects data from graduates and employers, and the data indicates a high degree of satisfaction with the training candidates receive. Interviews with candidates and program completers indicated that coursework and field experiences are well-integrated and relevant, and that the level of support and guidance provided by university faculty is consistently high.

Assessment of Candidates

The program reports that more individuals apply to the program than can be accepted as candidates. For this reason, the program assesses candidates prior to admittance to the program. The program first uses a paper screening process which reviews completed coursework, grades, test scores on the GRE and CBEST, essays, and letters of recommendations. Afterwards, the

program uses a structured interview to select the candidates for admittance. Once accepted, candidates must maintain a 3.0 GPA and high field evaluation scores throughout the program. In addition, writing skills are assessed during the first year. In the second year, candidates demonstrate competency in functional behavior assessment skills necessary to become Behavior Intervention Case managers (BICM), and they take the PRAXIS exam. They are also required to have a thesis proposal meeting prior to beginning internship. School psychology faculty regularly review candidates' coursework grades and monitor field evaluations. Individual meetings are held with candidates each semester in order to discuss practicum competencies, thesis status, and general progress in the program. Candidates and graduates verified in interviews that the required semester meetings were important in helping them evaluate their progress and guided them in areas where they could focus growth efforts during the following semester.

If a candidate experiences difficulty in coursework, practicum, or fieldwork, a remediation plan is developed to assist the candidate. The plan is developed with the program faculty, coordinator and candidate and designed to help the candidate reach their goals. Candidates and faculty reported in interviews that candidate meetings with program faculty every semester minimized spontaneous concerns, and all candidates and graduates reported feeling very supported throughout the program. Additionally, candidates work on a portfolio during the program and submit it each spring for evaluation. During internship, candidates are evaluated and assessed by all field supervisors, an administrator, two teachers, a parent, and the university supervisor and are given feedback at individual meetings each semester.

Standard Findings

After review of the Biennial Reports, Program Summary, supporting documentation, and interviews of candidates, graduates, faculty, employers and other supervising practitioners, the team determined that all program standards have been **Met**.

Speech Language Pathologist Credential Program

Program Design

The Department of Communicative Disorders and Deaf Studies (CDDS) is part of the College of Health and Human Services at CSU Fresno. The Speech Language Pathology credential program includes academic coursework and clinical practicum. The graduate academic coursework in speech-language pathology is primarily organized in seminars. The graduate Speech Language Pathology (SLP) program is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology, and the credential program is currently accredited by CCTC.

The program takes five semesters to complete and candidates typically take between 50 and 60 units, depending on how many units of supervised clinical practice they take. Candidates have four semesters in which they take graduate coursework and perform clinical work in a field placement setting. The last semester is a summer internship. Candidates can start the program in the fall or in the spring. The program accepts about 20 candidates per semester. At the end of the program, the candidates earn a Masters degree in Speech Language Pathology, are eligible to receive the SLP credential and the certificate of clinical competence, and are recognized as licensed speech language pathologists.

To apply to the program candidates must have a BA degree in speech language pathology, have earned a 3.0 in their undergraduate coursework and have taken the Graduate Record Exam (GRE). In addition, they must have completed at least 25 hours of observation that can be completed at the on-campus speech clinic. A candidate who does not hold a BA degree in speech language pathology must complete the required undergraduate coursework and reapply to the program upon completion of those courses.

Faculty and candidates reported that they met with their faculty advisors each semester to check on progress and to verify candidate progress in the program. Faculty reported several changes that had been made to their curriculum based upon suggestions from the advisory board, school partners, past completers and current candidates. An example of one of these program changes is the addition of courses on autism spectrum disorders and early childhood education to meet the need in the field of Speech Language Pathology to have candidates familiar with these areas. Faculty have also added a medical terminology course in response to feedback from community partners.

Course of Study (Coursework and Field Experience)

All of the courses are offered face-to-face in the graduate program. During the five-semester program courses are offered at different times of day or evening, depending on where candidates are in the course sequence. For example, when candidates are in their fieldwork placements, the courses are offered in the afternoon because candidates are in schools during the day. During the first four semesters of the program candidates take courses that include field experiences aligned with course content. Candidates complete coursework that includes information on legal and ethical practices in special education, assessment, working with diverse students, assistive technology, communication and collaboration and transition. The courses align with the needs of clients that candidates work with in the university clinic. For example, if candidates are taking the course on working with stroke victims, one of their clients at the university clinic will be a stroke victim. During their CDDS 257 student teaching field experience, candidates are provided opportunities to actively participate in IFSP/IEPS and Post-Secondary Transition Planning. The program ensures that candidates have all the knowledge and skills required for a specific clinic placement before they begin work in that placement. If candidates need assistance in coursework they are expected to contact the course instructor directly.

During the graduate program, candidates complete three semesters of on-campus clinical practicum in the California State University Fresno Speech, Language, and Hearing Clinic. During this placement, candidates provide speech/language therapy under the direct supervision of a certified and licensed speech-language pathologist (clinical supervisor). Candidates obtain practice in selecting, administering, and interpreting a variety of assessment instruments that are valid, reliable, and culturally sensitive to a variety of ethnically diverse clients. Candidates plan, implement, and evaluate treatment and write reports while maintaining cultural sensitivity to the clients they serve. During their second semester on campus, candidates complete the audiology clinical practicum experience (CDDS 250). Within this placement, candidates interpret diagnostic audiology test results provide appropriate recommendations based on those results. Candidates are also required to develop aural rehabilitation therapy plans, goals, and objectives.

Outcomes must be charted appropriately while making modifications as needed, and they must document the effectiveness of treatment.

Once candidates complete the three semesters of on-campus clinical practicum they are required to complete two off-campus placements. One is a clinical practicum assignment under the supervision of a master clinician/supervisor in a public school setting. While completing their student teaching, candidates are concurrently enrolled in course CDDS 209, Speech-Language-Hearing in the Public School Environment. Candidates are also placed in a clinical practicum assignment in a medical setting. They work with a licensed Speech Language Pathologist.

During each clinical placement, both on and off campus, candidates are formally evaluated three times using a five-point Likert scale. Candidates receive feedback from their university supervisors. All site supervisors must be licensed speech language pathologists. The program has a field placement coordinator who also runs the clinic. Once candidates are placed off campus, their site-based supervisor also assumes the role of site mentor.

Candidates reported that faculty were all accessible to meet their needs and that faculty were committed to helping them be successful. University clinic supervisor, candidates and master teachers who were interviewed were knowledgeable about when and how often a candidate should be evaluated. Site-based supervisors in the field were aware of the processes to follow if a candidate is experiencing difficulty meeting program requirements. They also reported that the field placement coordinator worked with them to match candidates who would benefit from the site supervisor's particular expertise.

Assessment of Candidates

There are two primary means by which CDDS graduate speech-language pathology candidates are assessed for program competencies: The Knowledge and Skills Acquisition process and the clinical practicum evaluations. These assessments are conducted throughout a candidate's academic and clinical program. Candidates are informed of these assessments during first semester orientation meetings, first meetings of the relevant courses, and in the program's graduate candidate handbook.

1. Knowledge and Skills Acquisition (KASA)

The KASA form records the clinical and academic standards set forth by the American Speech, Language, and Hearing Association (ASHA) that are required for all candidates as they progress through the graduate program. Classes are identified in which each of these standards is addressed. For each of these classes a competency verification form is used to document that each candidate is gaining the knowledge needed to meet those standards as he or she moves through the program. While the candidate is taking those identified classes, the instructor documents on the competency verification form as the specified academic and clinical competencies are met. If a candidate does not demonstrate competency, an action plan is established and the instructor works with the candidate to ensure that the competencies are addressed and mastered prior to program completion. Each semester, the candidate meets with his or her academic advisor, and those courses where the competency verification forms have been completed are subsequently signed off on the KASA form.

2. Clinical Supervisor Evaluation of Candidate Performance includes on campus clinical placement and educational field placement. The clinical practicum evaluation form is completed for each candidate by his or her clinical supervisor every semester. During their first three semesters of clinical practicum (CDDS 230) candidates have an on-campus clinical placement. The clinical practicum evaluation is completed three times during each semester. This same process is done in the school placement. The candidate observes the SLP they are assigned to the first few weeks and then take over their case load and provide direct service to clients as well as writing of all reports and IEPs. The candidates are evaluated three times during this placement.

During interviews, faculty and candidates were knowledgeable about the different assessments used throughout the program. Candidates and completers reported that the assessments helped to improve their learning as well as their practice with clients. Candidates were aware of the different assessments that occurred to ensure they were meeting state credentialing competencies and reported that these assessments were meaningful tasks that enabled them to demonstrate their knowledge.

Standard Finding

After review of the institutional report and supporting documentation and after conducting interviews of candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **Met**.

School Nurse Services

Program Design

The Fresno State School Nurse Services Credential Program offers coursework leading to a Clear Professional School Nurse Services Credential. This online program is available to registered nurses who hold a bachelor's degree from a regionally accredited university. The goal of the program is the preparation of competent school nurses through the provision of learning experiences taught by qualified and experienced faculty and university approved school nurse preceptors at school sites in areas of the state in which candidates are located. The program prepares the school nurse candidates with decision-making skills, based on theory and research, to provide quality healthcare to diverse client populations across environments which includes effective leadership, supervision, management, safe and effective delegation, and application of the nursing process in the school setting.

The program is housed in the Department of Nursing within the CSUF College of Health and Human Services. The current coordinator of the program holds a Bachelor's Degree in Nursing, a Master's in Public Administration in Health Services and a School Nurse Services Credential and has over 20 years of school nursing experience. Lecturers and clinical instructors who teach in the program hold master's degrees in nursing or nursing administration and have years of school nursing experience, some of whom continue to practice school nursing in the community.

Program sponsors consider collaboration and communication within the program, the institution, and with the school nursing community to be essential to the program's success. Because this is an online program, careful attention is given to establishing meaningful partnerships with school districts and Directors of Health Services in schools around the state in order to provide quality clinical

experiences for candidates. A Program Advisory Board, comprised of school nurses, school administrators, and other community leaders from within the San Joaquin Valley, provide feedback and support for the program. Within the institution, Nursing faculty participate in program faculty meetings, as well as Department of Nursing faculty meetings and Graduate Curriculum Committee meetings, and in scheduled meetings with the Kremen School of Education and Human Development, ensuring the program is well-informed about accreditation requirements. Faculty also recognize the importance of involvement in community meetings relevant to school nursing, such as School Health Panel meetings, City/County School Nurse Meeting, California School Nurses Organization state and section conferences, as well as attendance at National Association of School Nurse conferences in order to stay abreast of current issues in school nursing practice in order to maintain program relevance.

Course of Study (Coursework and Field Experience)

The program consists of 28 units and is designed to provide candidates with a well- rounded school nursing experience, both didactic and clinical. The program is divided into Phase I and Phase II. Courses in Phase I provide the candidate with the necessary tools needed to participate in a meaningful field experience. Phase I courses may be taken at a different institution than Fresno State, as long as Fresno has approved the courses. These courses must include instruction in audiometry, counseling, working with special needs students, health appraisal or physical assessment, teaching perspective for the healthcare client, and vision and scoliosis screening. All Phase II courses must be taken at Fresno State. Phase II courses are specific to school nursing experience. These courses include both lecture and field experience.

Each practicum course, NURS 186 (elementary) in the fall and NURS 187 (secondary) in the spring, includes a total of 135 hours. Three hours are set aside for instructor-candidate conferencing and twelve hours are devoted to online class discussion relevant to school nursing practice. Candidates are required to fulfill the remaining 120 hours with community activities, local workshops and conferences, a leadership role activity, including a minimum of 50 hours working under the direct supervision of a qualified school nurse preceptor away from the candidate's place of employment. For each practicum, the candidate is asked to create Student Goals and Learning Objectives that coincide with the candidate's learning needs. Preceptors assist the candidate in developing goals and objectives and take responsibility for assisting the candidate in finding opportunities to meet them.

Assessment of Candidates

Prior to acceptance into the program the candidate's application is reviewed by the Program Coordinator. Candidates entering the program are expected to have a 3.0 GPA and have applied for a Preliminary School Nurse Services Credential (includes fingerprinting). Potential candidate letters regarding reason for interest in school nursing are reviewed as well as three letters of reference, at least one must be from an employer and from professionals with insight into the candidate's interest. Before entering Phase II of the program, candidates complete a Pre-Knowledge Base Questionnaire specific to knowledge of roles and responsibilities of the school nurse. Upon completing Phase II coursework, candidates complete the Post-Knowledge Base Questionnaire. The questionnaires provides an assessment of what candidates have learned in the core school nurse courses. Candidates' written assignments are evaluated and scored by faculty, and candidates receive feedback on their work. Candidate participate in online discussions and each candidate is required to create a meaningful Blackboard presentation that is also evaluated

and scored. Candidates are expected to maintain a 3.0 GPA throughout the program. Faculty support candidate efforts and work with each candidate individually if he or she appears to be struggling. A Mid-Term 3-Way Conference is mandatory for all candidates in practicum courses. During this conference, Student Goals and Learning Objectives are discussed including candidate progress toward meeting clinical skills and competencies. Faculty monitor candidate progress, which is documented through clinical journaling and provide feedback. In both NURS 186 and NURS 187 (elementary and secondary practicum courses), preceptors are responsible for evaluating candidate ability to demonstrate required skills and their competencies in clinical practice for the purpose of completing the *Preceptor Checklist of Skills and Competencies*. Preceptors are also responsible for assessing the candidate's ability to incorporate Professional Dispositions into his/her school nursing practice for the purpose of completing the *Preceptor Evaluation of Candidate Professional Dispositions* assessment form. Upon completing the program, an Exit Interview is held between the candidate and Program Coordinator, in person or via phone, to review accomplishments. Once program requirements have been satisfied, final documentation is sent to the University Credential Analyst.

Standard Findings

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 **Met**.