

# College of Education

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## Annual Report 2013–14



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

## College of Education

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### 2013-14 Annual Report

## Dean's Office, Chairs and Coordinators, Center Directors Dean's Office

Claire Cavallaro, Dean

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Associate Dean

Sammy Al-Qaisi  
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Director of Development

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## Departments and Programs

Educational Leadership  
Elementary and Bilingual Education  
Reading Education  
Secondary Education  
Special Education  
Instructional Design and Technology

John Hoffman, Acting Chair  
Jennifer Ponder, Acting Chair  
Erica Bowers, Chair  
Grace Cho, Chair  
Melinda Pierson, Chair  
JoAnn Carter-Wells, Coordinator

## Centers

Catalyst Center for the Advancement of  
Research in Science and Math Education

Michael Loverude, Director

Center for Autism

Erica Howell, Co-Director

Center for International Partnerships

Melinda Pierson, Director

Center for Maximizing Teacher Impact

Mark Ellis, Director  
Tara Barnhart, Co-Director

Center for Research on Educational Access  
and Leadership (CREAL)

Dawn Person, Director

Hazel Miller Croy (HMC) Reading Center

Erica Bowers, Director

SchoolsFirst Center for Creativity and  
Critical Thinking in Schools

Teresa Crawford, Director

College of Education

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## Dean's Reflection

The College of Education in 2013-14 completed its 10th year as Cal State Fullerton's eighth college, and I could not be more proud of the collective and individual accomplishments of our faculty, staff, students and alumni. In its 10<sup>th</sup> year, the College has a vision and goals that are aligned with the University strategic plan and that express our shared commitment to just, equitable and inclusive education; deep reciprocal partnerships with schools and communities; and increased capacity to prepare students for a diverse, digital and ever-changing world.

The College has continued to make steady progress towards its strategic goals and has begun to contribute more broadly and substantially to the overall University strategic work. In every department, faculty and staff demonstrate commitment to university and college goals, which they address in ways that are responsive to the needs and challenges of their own context. Thus, the department reports vary in their focus and demonstrate substantial efforts toward continual improvement of outcomes for their students and communities.

The COE faculty commitment to the university's mission is reflected in the increased emphasis on strengthening partnerships with schools and communities, and in the Engaged Scholarship language that was approved by all five departments for inclusion in their department personnel standards. Faculty engagement that is directly tied to the larger University goals includes the Reading Department's participation in GE pathways, and their new early college program at Buena Park High School.

This was a very successful year for COE fund raising. Faculty are increasingly engaged in grant writing, and this the College brought in more than \$3 million in externally funded grants this year. CSUF professor Ruth Yopp-Edwards was selected by the Chancellor's Office to lead the multi-million dollar Bechtel grant on preparing the next generation of teachers. The College achieved 125% of its UA fund raising goal (approximately \$675,000) and much of this activity was grant related. Our major gift, a \$500,000 pledge from the SchoolsFirst Federal Credit Union, is the direct result of outstanding work being done by Professors Teresa Crawford and Andrea Guillaume. Finally, faculty support for grant writing is reflected in the fact that two additional departments (Special Education and Reading) joined the Secondary Education Department in adding large, peer reviewed funded grants as an alternative to publication in their personnel standards.

The outstanding reputation of the COE has begun to be recognized at the national level. Our online programs were ranked #22 (up from #24 in 2013) in the U.S. News and World Report ranking of Online Graduate Education Programs. Also this year, the American Association of Colleges of Teacher Education (AACTE) selected CSUF as one of only 10 universities nationally (and the only one west of the Mississippi) to participate in the Networked

Improvement Community on Changing the Demographic of the Teaching Workforce. AACTE also featured teacher education programs in the Department of Elementary and Bilingual Education in its Innovation Showcase website. Finally, we were asked to join a coalition of seven universities in the Teacher Preparation Learning Coalition, which has applied for a \$63 million Teacher Quality Partnership grant.

The 2013-14 academic year saw several important transitions in the College's leadership team, with the appointment of a new Associate Dean and three new department chairs. All of these new leaders are performing exceptionally well and the Council of Chairs has become much more cohesive and effective as a team. The College also welcomed the Center for Careers in Teaching (CCT). A committee of College leaders developed a plan to better integrate the CCT and create a comprehensive student success center that will serve undergraduate students who are interested in careers in education, as well as current credential and graduate students in the COE. I look forward to implementing the plan, as well as other COE goals, in the coming year.

Dr. Claire Cavallaro  
July 31, 2014

## I. Progress Report on College Goals and Priorities For 2013-14

### **Progress Report on Goals for this Past Academic Year (2013-2014)**

#### **Goal 1:**

1.1 Develop a streamlined comprehensive undergraduate through graduate advisement service that integrates the College of Education and the Center for Careers in Teaching.

- a) Develop a new vision, organizational structure, and long-term goals for the Center for Careers in Teaching.
- b) Plan to strengthen and streamline undergraduate pathways and blended programs as pathways to a teaching credential.
- c) Evaluate effectiveness of a pilot/temporary SSP advisement position in Elementary and Bilingual Education and determine feasibility of expansion to other departments and programs.

#### **Progress:**

##### 1.1

- a) A proposal to restructure the Center for Careers in Teaching (CCT) and create a Student Success Center for future educators was developed.
  - o This plan details the creation of a "one stop shop advising center" for future teachers and current COE students. The plan has been shared with Provost and implementation will be contingent on resources including appropriate space.
  - o The CCT website was moved to the COE server and updated so that it replicated the COE brand and is more effective and user-friendly.
- b) Departments began work on undergraduate pathways. Special Education pathway has been developed and will be implemented in 2014-15; Elementary and Bilingual Education is working with the Ethnic Studies department to develop a pathway;

Secondary Education is working toward developing a pathway.

- c) The College piloted a new SSP position to provide outreach, advisement and application support to students in the Department of Elementary and Bilingual Education. Results include increased access and high student satisfaction:
  - The staff member is available Monday through Friday, 8:00am to 5:00pm to provide walk-in, phone and email advisement.
  - Number of overviews offered each month have increased from 1 per month to 3 per month with the SSP position.
  - Overall satisfaction in advisement increased from 92% (F11 and F12) to 94% (13-14) for MSCP and from 29% (F11 and F12) to 81% (13-14) for graduate students.
  - The SSP created an online orientation for online graduate programs.

1.2 Develop mutually beneficial working partnerships that reflect the College's values related to just, equitable and inclusive education and result in improved p-21 student learning and success.

- a) Continue to expand and strengthen clinical preparation of teachers using the co-teaching model.
- b) Develop college-wide standards for partnerships to ensure they support just, equitable, and inclusive education and best practice for clinical preparation of school personnel.
- c) Develop a plan for assessment and implementation of partnerships standards.
- d) Continue to document and assess partnerships, and use data to inform and strengthen existing partnerships.

Progress:

1.2

- a) The College continued to support a co-teaching coordinator in each basic credential program. The Department of Elementary and Bilingual Education implemented the co-teaching model throughout the Multiple Subject Credential Program, and provided extensive professional development and support for co-teaching to all faculty, supervisors, students, and co-teachers. The Department of Secondary Education has implemented co-teaching in fieldwork courses, provided professional development, and consulted with advisory groups in an effort to adapt the model effectively to the Single Subject Credential Program.
  - All of the EDEL student teaching placements this past year were in co-teaching classrooms. In the last two years EDEL have trained approximately 165 cooperating teachers from five of our local school districts, all of our faculty, and approximately 250 CSUF teacher candidates in the co-teaching model. EDEL has also continued to provide professional development and ongoing co-teaching support for our faculty, supervisors, students, and district partners. All multiple subject credential candidates were also trained in co-teaching at the technology boot camp in August 2013. Co-teaching strategies were also included in all methods courses in 13-14.

- For SPED 59 candidates and 17 cooperating teachers were trained in co-teaching across 2 partner sites. In addition, a new partner was recruited (during 13-14) for the 14-15 school year- Hawes Elementary in Huntington Beach City USD.
  - For EDSC several strategic planning meetings regarding implementation aspects from experts in the field, e.g., school administrators, district personnel, teacher trainers, superintendents were held. To ensure a strong connection between what is taught and workforce needs, the co-teaching program was discussed at the Secondary Teacher Education Program (SECTEP) Advisory Council, All University Responsibility for Teacher Education Committee (AURTEC), and COE Advisory Board meetings. In 2013-14, seven key faculty members participated in co-teaching trainer's trainings and co-teaching symposiums. 47 candidates and 25 cooperating teachers were trained in co-teaching across several district sites.
  - College-wide Online modules were created in spring 14 to support weekly expectations in the field and serve as quick co-teaching refreshers for all members of the co-teaching team.
  - Additionally, university supervisors participated in a pilot study that required extra visits to school sites to support teacher candidates in goal-setting, reflection, and co-planning. All multiple subject credential candidates were also trained in co-teaching at the technology boot camp in August 2013. Co-teaching strategies were also included in all methods courses in 13-14.
  - The College of Education partnered with other institutions across the United states to apply for a \$64 million grant (\$6.25 million to CSUF) to make sustainable changes to teacher preparation programs including co-teaching.
- b) NCATE's Report of the Blue Ribbon Panel on Clinical Preparation and Partnerships was reviewed, consulted, a distributed to each Department. The 10 Design Principles contained in the report was used to create the 10 Design principles for Clinically Based Preparation (CBP) Survey. An original draft, adapted from the NCATE report, was presented to the Dean's Advisory Board for feedback. Additionally, committee members presented various drafts to their departments for feedback, which was then used by the Strategic Partnerships Task Force (SPTF) to revise the survey. The committee intends to facilitate the in-house use of this survey to assess clinical preparation across the College of Education.
- c) The main objective of the 2013-14 SPTF was to identify or develop a measurement tool for assessing COE clinical preparation and professional development partnerships. The National Association for Professional Development Schools statement was used to develop the Professional Development Partnerships (PDP) Survey. As with the clinical partnerships survey, revisions were made based on feedback from the Advisory Board and each department. The committee intends to facilitate the COE and partner use of this survey to assess partnerships from multiple perspectives.
- d) The Center for Research on Education Access and Leadership (C-REAL) continues to provide assessment of our partnerships. For example, Project

C.R.E.A.T.E. (*Children Reaching Excellence in the Arts and Academics Through Engagement*) is a collaborative effort between the Schools First Center for Creativity and Critical Thinking in partnership with the Fullerton School District and C-REAL. The purpose of this federally funded project is to infuse elementary school curricula with the arts and measure the impact on student achievement in other school subjects such as math and reading. Through an experimental design and program evaluation, C-REAL will assess the project outcomes to determine the influence of art programs on student achievement, motivation, and self-perception as learners over a four-year period.

1.3 Ensure the effective use and integration of technology to support teaching and learning throughout all COE programs, including face-to-face, hybrid, and fully online learning environments.

- a) Consider the feasibility of implementing 1:1 technology in all departments by fall 2015 based on the 1:1 technology pilot using iPADS in the Department of Elementary and Bilingual Education.
- b) Support faculty professional development related to technology in all departments.

Progress:

1.3

a and b) The tech committee determined that the before instituting a 1:1 technology program that it would be important to ensure that our faculty received professional development in technology. To this end the following steps were taken to ensure effective use and integration of technology into the COE programs:

- a) Tech mentors application process developed to support 1:1 professional development.
- b) Three tech mentors began work spring 2014.
- c) Tech mentors provided College-wide 1:1 mentoring to 10 faculty weekly including summer.
- d) Tech Mentors participated in University wide conference (Think Create Share) with approximately 220 in attendance.
- e) Tech Mentors Create modules for effective online teaching for use during the 2014-2015 academic year.
- f) The Council of Chairs recommended the creation an online effective teaching certificate during the 2014-2015 academic year.

1.4 Continue to refine and implement the college and NCATE Education Unit assessment system and articulate it with the university assessment process.

- a) Continue to plan for accreditation visit to be held in fall 2015.
- b) Identify and embed in the COE/Education Unit assessment system key measures of just, equitable, and inclusive education (JEIE) in terms of candidate/graduate recruitment, retention, and outcomes.

- c) Begin to develop a long-term plan for systematic assessment of program impact on p-12 student learning and development, classroom instruction, and schools.
- d) Work with other colleges to facilitate the aggregation of program-level assessment results to the University level.

Progress:

1.4

a-d) Assessment Progress

The College of Education's major focus through fall 2015 will be state and national accreditation to this end we have continued to refine and implement the college and NCATE Education Unit assessment system and articulate it with the university assessment process. To meet the goals set out for 2013-2014, the follow actions took place:

- As of spring 2014, a process is in place to regularly collect, analyze, and report candidate/graduate retention data.
- Masters level retention data will be collected annually from IRAS by the COE data analyst. Data are analyzed and summary reports are compiled for dissemination.
- The assessment team discovered that Initial program retention data is more difficult to obtain. While waiting for the completion of the database which will track these data, the COE data analyst has designed a process for gathering/estimating initial program retention numbers going back to 2008. These data are analyzed and summary reports are compiled for dissemination.
- Beginning fall 2014, these data are displayed publicly on the COE website (both initial and advance), used in various reports (e.g., NCATE annual reports, PEDS); and provided to programs.
- The College continues to collect, measure and reported program outcomes using the assessment system protocols. Data are analyzed and reported by the COE data analyst. Beginning spring 2014, an additional key assessment was added for all advanced program candidates. Rubrics were developed to measure candidate performance on the culminating projects and/or exams. These were piloted in spring 2014. The assessment team is working with IT to building a database to track key measures of just, equitable, and inclusive education (JEIE) in terms of candidate/graduate recruitment, retention, and outcomes.

## **Goal 2:**

College of Education programs are entirely post-baccalaureate and graduate level, but the College can play an important role in supporting the success of undergraduate students who are interested in pursuing careers in education. The Center for Careers in Teaching, which will be integrated into the College in 2013-14, provides a unique opportunity for the College to play a role in assuring comprehensive and streamlined advisement and support to these future educators. Moreover, the faculty of the College of Education is

deeply committed to advancing just, equitable and inclusive education, and will interpret this goal in its broadest context to address achievement gap issues within the College's credential and graduate programs.

2.1 Develop a College plan to improve student persistence and completion rates and close achievement gaps for underrepresented students.

2.2 Develop opportunities for undergraduate students to participate in HIPs that will support retention and graduation and connect them with careers in education, including international experiences.

Progress:

- Department plans were created for 2.1 and 2.2. Implementation will begin 2014-2015.
- Review and Analyze Graduation rates in Graduate Program (fall 2013) Prepare Achievement Gap Plans for each department based on analysis of Data (Spring 2014).
- Implement Achievement Gap Plans for each department based on analysis of Data (2014-2015).

### **Goal 3:**

This goal is consistent with the College of Education strategic goal related to just, equitable and inclusive education. The faculty task force for this initiative has recommended that each department assure that position descriptions and recruitment plans reflect these values. The College is committed to attracting and retaining diverse faculty, and its task force on faculty roles and responsibilities has developed a proposal on engaged scholarship as an equivalent to publication. Based on a literature review, the task force concluded that by encouraging engaged scholarship, the College will create and support an environment that is attractive to many faculty from underrepresented groups. College goals for 2013-14 are as follows:

3.1 Identify and implement strategies that support just, equitable and inclusive education in faculty recruitment and retention.

- a) Assure that all search committee members participate in training on best practices for recruitment of diverse faculty.
- b) Assure that all faculty position descriptions and recruitment plans support recruitment of diverse, high quality faculty who are prepared and committed to just, equitable, and inclusive education.

Progress

3.1

- a) In order to implement strategies that support just, equitable and inclusive education in faculty recruitment and retention all search committee member took part in the HR workshops on diversity regarding the search process.

- b) The College departments worked closely with HR to ensure each search had a diverse pool of candidates and that the material prepared demonstrated our commitment to just, equitable, and inclusive education

In order to further ensure that our practice would result in a strong, diverse pool of candidates, our JEIE task force created five recommendations for increasing faculty diversity that will be used in all future searches. These are as follows:

- Diversify search committees, including advocates for diversity:
- Job descriptions should underscore desire for diversity:
- Use other more inclusive measurers beyond conferred doctorates within a given field:
- Provide opportunities for conversations between search committees and HR to make the process more transparent.
- Provide opportunities for departments with successful searches to meet with formed department search committees.

Finally the College of Education hired five new faculty members, three of whom are faculty of color.

3.2 Adopt engaged scholarship as an alternative to publication in approved personnel standards for each department. The following steps were recommended by the COE Task Force on Faculty Roles and Responsibilities:

- a) Present committee progress at Fall College Faculty Retreat (August 2013).
- b) Finalize engaged scholarship policy language (Fall 2013).
- c) Prepare for College-wide vote on engaged scholarship policy (department by department) (Spring 2014).

Progress:

3.2

a-c) In order to adopt engaged scholarship as an alternative to publication in approved personnel standards for each department. The following steps were completed:

- Presented committee progress at Fall College Retreat (August 2013).
- Finalizes engaged scholarship policy language (Fall 2013).
- Prepare for College-wide vote on engaged scholarship policy (department by department) (Spring 2014).
- All five departments have voted to include engaged scholarship in their personnel standards.
- Prepared a College-Wide memo (for the FPC, Academic Senate and the Provost) for engaged scholarship policy language to be included in all personnel standards (Fall 2014).

**Goal 4:** The College of Education will continue to work toward increasing revenues through private fund raising, grants and contracts, and entrepreneurial activities. Fund raising in 2013-14 will focus on supporting the College's centers of excellence. We also

recognize that communications with external stakeholders about the impact of our students is critical, and for this purpose, we will continue to produce the "Impact" newsletter and we will create a repository of information and testimonials. Specific goals in this area are:

4.1 Plan to celebrate the 10th Anniversary of the College of Education in 2014-15.

4.2 Launch the “Dean’s Fund for Innovation in P-12 Partnerships” to support expansion of site-specific partnerships with p-16 schools.

4.3 Begin to explore funding opportunities to support and expand the Center for Careers in Teaching and continue fund raising for the College’s other existing centers.

4.4 Develop an easily accessible repository of College facts and figures, student/alumni/community testimonials, and other pertinent data that can be used to disseminate information about COE program impact.

Progress:

4.1 A plan has been created to celebrate the 10<sup>th</sup> Anniversary of the COE in 2014-15 and use the occasion to engage alumni, emeritus faculty, and current students, faculty and staff in support of the College. A 10<sup>th</sup> Anniversary logo has been created and shared with faculty and staff for use on correspondence and materials. The anniversary will be celebrated at existing annual events such as Faculty and Staff Fall Retreat, the Autumn Awards Reception, and Honor an Educator, and it will be featured in our regular ongoing publications (Impact and COE Connected). In addition, we will use the opportunity to launch a new CSUF Education Week, to be held annually in November during American Education Week. CSUF Education Week will provide a series of events to create increased interest and awareness of careers in education and the College of Education among undergraduate and graduate students, faculty, staff and the general community.

4.2 The launch of the partnerships fund has been postponed to coincide with the 10<sup>th</sup> Anniversary celebration in 2014-15.

4.3 Fund raising related to the Center for Careers in Teaching has been postponed, pending implementation of a new organizational structure planned for 2014-15. Fundraising for other centers has continued, with a major gift pledge of \$500,000 received from the SchoolsFirst Federal Credit Union in support of the SchoolsFirst Federal Credit Union Center for creativity and Critical Thinking. In addition, the College was very successful in raising funds through faculty grants that were received from private and public agencies:

- Supporting Teacher Advancement and Retention in Early Childhood (Project STAR) funded for \$1.25 million from U.S. Department of Education – Janice Myck-Wayne
- Transforming Academic and Cultural Identidad Through Biliteracy (TACIB) – funded for \$1.5 million from NSF – Mark Ellis, Natalie Tran

- \$500,000 naming pledge to the SchoolsFirst Federal Credit Union Center for Creativity and Critical Thinking.
- California Career Pathways Trust grant – Daniel Choi worked with faculty from three community colleges to author the grant to Rancho Santiago Community College for \$6 million, with just under \$1 million to CSUF over four years
- Transitional Kindergarten Teacher Preparation grant from Bechtel Foundation (\$75,000 - Kim Norman)
- Cancer Disparity grant (\$50,000 – Erica Howell)
- Sempra Grant support iSTEM K-6 Partnership (\$10,000 - Kim Case)

4.4 A page on the College website is dedicated to facts, figures and information about the College and about teacher preparation in California: <http://ed.fullerton.edu/about-us/facts-figures-and-information/> In addition, as required by NCATE, three data tables are linked directly to the College home page: Graduate/Employer Survey Data, Graduation/Completion Rates, and State Licensure Pass Rates.

## II. College Goals and Priorities

### Top College Goals & Priorities for 2014-15

**COE Goal 1: Develop and maintain a curricular and co-curricular environment that prepares innovative educators who participate in our global society as partners, models, and advocates for just, equitable, and inclusive education.**

1.1 Expand the COE assessment system to include co-curricular components and strengthen assessment of program outcomes.

- a) Identify and embed in the COE assessment system key measures of candidate/graduate recruitment, retention, and outcomes.
- b) Ensure that faculty and staff have clear understanding of assessments and accreditation processes.
- c) Complete preparation for CTC and NCATE accreditation visit scheduled for fall 2015.

1.2 Ensure implementation of College-wide distance (online) teaching and learning standards

- a) Ensure that all COE students, including distance (online) students, have systematic advising at appropriate points in their programs.
- b) Support faculty professional development related to technology in all departments.

1.3 Infuse concepts of just, equitable and inclusive education into every facet of all COE programs, including curriculum, pedagogy, and assessment of student outcomes.

- a) Identify and assess benchmarks of just, equitable and inclusive education (JEIE) in curriculum and pedagogy of each program.
- a) Support professional development related to JEIE principles and practices for faculty in all departments.

**COE Goal 2: Improve COE student recruitment, persistence and graduation rates, and narrow the opportunity/achievement gap for underrepresented students.**

2.1 Identify and reduce by at least half any opportunity/ achievement gaps between underrepresented and non-underrepresented students in COE programs.

- a) Coordinate candidate recruitment efforts within the College of Education with focus on recruitment of underrepresented groups through implementation of department achievement gap plans.
- b) Implement strategies to increase enrollment and success of minority male students in teacher preparation programs through participation in the AACTE Networked Improvement Community on changing the demographic of the teaching workforce.
- c) Identify and implement strategies that support underrepresented student persistence and achievement in professional and graduate-level programs.

2.2 Develop opportunities for undergraduate, post-baccalaureate, and graduate students to participate in HIPs that will support retention and graduation and connect them with careers in education.

- a) Finalize Development a streamlined comprehensive undergraduate through graduate advisement service that integrates the College of Education and the Center for Careers in Teaching (Student Success Center).
- b) Continue to expand and strengthen clinical preparation of teachers using the co-teaching model.
- c) Lead University wide effort to integrate of common core standards.
- d) Continue to document and assess partnerships, and use data to inform and strengthen existing partnerships.

**COE Goal 3: Recruit and retain high quality diverse faculty and staff, who are advocates for just, equitable and inclusive education (JEIE), in the College of Education.**

3.1 Institutionalize retention-tenure-promotion processes that better reflect the College's mission and the demands and expectations for faculty teaching, scholarship, and service.

- a) Prepare a College-Wide memo (for the FPC, Academic Senate and the Provost) for engaged scholarship policy language to be included in all personnel standards.

**COE Goal 4: Increase revenue to support the College mission of preparing and developing innovative and transformative educators.**

4.1 Increase philanthropic giving commensurate with University goal.

- a) Launch the Dean's Fund for Education Partnerships as part of 10<sup>th</sup> anniversary celebration.

4.2 Increase communications and stakeholder engagement, particularly with College alumni.

- a) Launch "Education Week" as an annual event to increase stakeholder engagement as well as student awareness.
- b) Highlight 10th anniversary in all communications (Impact newsletter, etc.) to increase stakeholder engagement.