



California State University, Fullerton



## **Institutional Report**

### **College of Education**

**NCATE/CCTC Joint Accreditation 2007**

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## GLOSSARY

### A

**AACTE** – American Association of Colleges for Teacher Education

**A-BCLAD** – Asian Bilingual Crosscultural and Academic Language Development emphasis that may be added to an initial credential through completing the requirements. Options include Chinese (Mandarin), Korean, and Vietnamese

**ACSA** – Association of California School Administrators

**AURTEC** – All University Responsibility for Teacher Education Committee

### B

**BCLAD** – Bilingual Cross-cultural and Academic Language Development emphasis that may be added to an initial credential by completing the requirements

**Block** – Cohort structure in the Multiple Subject Credential Program with 25 to 33 candidates, a consistent group of faculty who teach and do field supervision, and a faculty block leader who guides the candidates through the credential program

**BTSA** – Beginning Teacher Support and Assessment

### C

**Carr Fellows** - Edwin Carr Fellows serve on the Edwin Carr College of Education Advisory Board and are looked to as educational leaders who will make outstanding contributions to the field of education

**CBA** – Collective Bargaining Agreement

**CBEST** – California Basic Educational Skills Test

**CCT** – Center for Careers in Teaching

**CCTC** – California Commission on Teacher Credentialing

**CEC** – Council for Exceptional Children

**CFA** – California Faculty Association – Recognized bargaining unit for California State University Faculty

**CLAD** – Crosscultural Language and Academic Development

**Cohort** – Graduate and doctoral candidates move throughout their program as a group, thus maintaining continuity and relationship from program beginning to end



**College of Education (COE)** – Departments of Elementary and Bilingual Education, Reading Education, Special Education, Secondary Education, and Educational Leadership

**CRSC** – Clinical Rehabilitative Services Credential

**CSET** – California Subject Exam for Teachers is a three-part exam that a candidate must pass prior to acceptance to an initial credential program, and that fulfills the NCLB requirement

**CSU** – California State University system

**CTEL** – California Teachers of English Learners

## **E**

**EASEUP** - Elementary and Special Education Undergraduate Preparation Committee

**EDAD** – Educational Administration Department

**EDD** – Doctoral Program in Education Leadership

**EDEL** – Elementary and Bilingual Education Department

**EDSC** – Secondary Education Department

**EDU ICC** – Education Inter-Club Council

## **F**

**FTEF** – Full-Time Equivalent Faculty

**FTES** – Full-Time Equivalent Student

## **G**

**GPA** – Grade Point Average

## **H**

**HCOM** – College of Communications, Human Communication Studies

**HDCS** – College of Human Development and Community Service

## **I**

**Irvine Campus** - Cal State Fullerton's branch campus established in Fall 2002

## **M**

**MAT-S** – Master of Arts in Teaching Science, offered through the College of Natural Sciences and Mathematics

**MOU** – Memo of Understanding

**MSCP** – Multiple Subject Credential Program - the initial credential for those seeking to teach in K-8 classrooms

## **N**

**NBPTS** – National Board for Professional Teaching Standards

**NCATE** – National Council for Accreditation of teacher Education

**NCLB** – No Child Left Behind Act

**NURS** – Department of Nursing in the College of Health and Human Development

## **O**

**OCDE** – Orange County Department of Education

## **P**

**PDD** - Professional Development District

**PDS** – Professional Development School

**PSSI** – Performance Salary Step Increase

## **R**

**RACE** – Research and Critical Educators

**READ** – Reading Department

**RIC**A – Reading Instruction Competence Assessment used to ensure that candidates for the Multiple Subject Teaching Credential and Education Specialist Instruction Credential possess the knowledge and skills important for the provision of effective reading instruction to students (required)

**RTEC** – Regional Teacher Education Council



## **S**

**SCA** – Special Class Authorization (Clinical Rehabilitative Services)

**SCTA** – Student California Teacher Association

**SDAIE** – Specially Designed Academic Instruction in English – Instruction design to make content accessible to English language learners despite the fact that it is delivered in English

**SSCP** – Single Subject Credential Program is the initial credential for candidates seeking to teach in grades 7-12.

**SECTEP** – Secondary Education Cooperative Teacher Education Program

**SFR** – Student/Faculty Ratio

**SPED** – Special Education Department

**SSCP** – Single Subject Credential Program

**SSMPP** – Single Subject Matter Preparation Program

**STEP** – Streamlined Teacher Education Program is an efficient 135 unit route to an initial credential. This alternative route is only available to freshmen.

## **T**

**TESOL** – Teaching English to Speakers of Other Languages

**TPA** – Teacher Performance Assessment

**TPE** – Teacher Proficiency Expectations

**Taskstream** - Web-based provider of tools supporting standards based instruction.

## **U**

**UEE** – University Extended Education

**UPS** – University Policy Statements

## OVERVIEW OF THE INSTITUTION

[The California State University](#) (CSU) is a system of 23 universities, the nation's largest and most diverse, and one of the most affordable systems of higher education in the country. Teacher education is a primary focus of the CSU, preparing about 65% of the state's teachers. Responsibility for the CSU is vested in the Board of Trustees. The trustees appoint the chancellor, chief executive officer of the system, and the presidents who are the chief executive officers of the respective campuses. The trustees, the chancellor and the presidents develop systemwide policy with actual application at the campus level taking place through broadly based consultative procedures. The Academic Senate of the CSU, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

[California State University, Fullerton](#), located on 236 acres of what once was part of a vast orange grove, is the twelfth state college authorized by the Legislature. Classes began in September 1959 with 452 students. Today, Cal State Fullerton is a comprehensive urban university with a student population of nearly 36,000, making it the most populous CSU, and second most populous university in the state, with UCLA as the largest. President Milton Gordon, a former high school mathematics teacher, shares a strong loyalty and commitment to teacher education. He values the work of the faculty in the education unit and encourages educational innovation and creativity.

CSU Fullerton offers 105 degree programs, 55 undergraduate and 49 graduate programs including one doctorate program. The Ed.D. was offered in partnership with the University of California, Irvine, and is replaced by the independent doctorate of education (governed only by the CSU system) which will begin in fall 2007. Western Association of Schools and Colleges (WASC) approval for the independent doctorate was received in June, 2007.

The Vice President for Academic Affairs oversees curricular strategic plans, the distribution of academic resources and faculty personnel matters. Reporting to the Vice President of Academic Affairs are the deans of the eight colleges: Arts, Business and Economics, Communications, [Education](#), Engineering and Computer Science, Health and Human Development, Humanities and Social Sciences, and Natural Sciences and Mathematics.

Cal State Fullerton has three satellite locations. The [Grand Central Art Center](#) in Santa Ana focuses on the arts, and the [CSUF Garden Grove Center](#) focuses on business. [Cal State Fullerton Irvine Campus](#), established in 2002, offers a range of courses. The campus is located 20 miles south of the Fullerton campus and provides a convenient location for students who live and work in southern Orange County. Students must be admitted through the regular admission process or must be already enrolled at Cal State Fullerton and meet the same academic requirements and prerequisites in order to enroll in classes on the Irvine campus. Student enrollment in spring 2007 was 3,533. About one-half of the student population is comprised of education candidates.

Over 170 of the university's courses have been [approved for online instruction](#); 37 of these are education courses. University Policy [UPS 411.104](#) governs the online curriculum process including a curriculum committee review prior to approval for online instruction. Per WASC, no program may be more than 49% online without WASC review and approval.

### **National Rankings – Academics**

*U.S. News & World Report* lists Cal State Fullerton as eighth in Top Public Universities - Master's Institutions in the West. The College of Business and Economics is accredited by the American Assembly of Collegiate Schools of Business and has the nation's third largest undergraduate business enrollment. The Performing Arts Majors College Guide lists Cal State Fullerton among its Most Highly Recommended Undergraduate Programs for drama and musical theater, and among Noteworthy Programs for dance.

### **National Rankings - Diversity**

[Diverse Issues in Higher Education](#) ranks Cal State Fullerton fourth in the nation in degrees awarded to minority students (June 2007). [Hispanic Outlook in Higher Education](#) (May 2007) ranks Cal State Fullerton first in the state and fourth in the nation for the number of bachelor's degrees awarded to Hispanic students, as reported in the magazine's "Top 100," based on 2006 data from the U.S. Department of Education. Nationally, Cal State Fullerton is listed as number one in communications degrees granted to Hispanics, number three in education degrees granted to Asian Americans, number five in education degrees granted to Hispanics, and second for the number of bachelor's degrees in English awarded to American Indians. The institution is included in the Top 25 Hispanic Enrollment for graduate schools listing (April 2006). In 2004, Cal State Fullerton was designated a Hispanic Serving Institution (HSI) by the U.S. Department of Education, which requires a 25% Hispanic student population, with half of that student population at or below poverty level. As such, the university is eligible to apply for Title V Program grants. In 2005, the university received a [\\$2.3 million U.S. Department of Education Title V grant](#) to enhance educational programs for Hispanic students. The university is a member of the Hispanic Association of Colleges and Universities (HACU).

Of 35,921 students who enrolled in fall 2006, 59% were female. The average age was 24.3 years, and the median age was 22. International students, representing 79 nations, numbered 1,528 in the fall 2006 census. There is no ethnic or racial student majority at Cal State Fullerton. The distribution of the student body in fall 2006 census was White 33%, Hispanic 27%, Asian/Pacific Islander 22%, Unknown 10%, International Students 4%, Black 3%, and American Indian 1%. With total operating costs of \$261.3 million, including all fee revenue, full-time equivalent (FTE) student enrollment for the 2006-07 fiscal year was 26,935. There have been more than 176,500 graduates as of June 2006.

There were 2,099 full- and part-time faculty members for the 2005-06 year. Of those considered full-time instructional faculty, 57% are female. Ethnic distribution includes 72% White, 16% Asian or Pacific Islander, 7% Hispanic, 3% Black, American Indian (<1%), and unknown/other (<1%).

Full-time tenured	Full-time tenure track	Full-time lecturers	Part-time lecturers
399	251	161	1155

### **Economic Impact**

Cal State Fullerton plays a prominent role in one of the strongest regional economies in the United States. Current students and alumni contribute substantially to the region's employment and economic growth. Cal State Fullerton generates \$851 million in economic activity annually, sustaining more than 12,500 jobs in the region and generating over \$45 million per year in state tax revenue. The economic impact of the university's expenditures supported 7,129 jobs and \$428.2 million in output. Cal State Fullerton's economic activity generated \$142.2 million in federal, state

and local taxes. Student expenditures have a total impact of \$400.3 million and 4,550 jobs. The grand total of Cal State Fullerton's economic impact on this region, which combines the total economic impact of student spending and institutional expenditures, came to \$828.5 million and 11,679 full- and part-time jobs. Taxpayer support of Cal State Fullerton is an economically sound investment, with the state recapturing \$2.98 for every dollar spent on a CSUF graduate's education.

**[Institutional Mission Statement](#)**

Learning is preeminent. We aspire to combine the best qualities of teaching and research where actively engaged students, faculty, and staff work in close collaboration to expand knowledge.

**National Accreditations and Associations**

Cal State Fullerton is nationally accredited by WASC and holds national accreditation or association membership in the following: athletic training, business, chemistry, communications, communicative disorders, computer science, dance, engineering, music, nursing, public administration, teacher education, and theater.

**OVERVIEW OF THE EDUCATION UNIT**

The College of Education, established in 2004, is the nexus of the education unit. It was previously the School of Education with an acting associate dean, housed in the College of Human Development and Community Service. [Establishing the College of Education](#) underscores the university's commitment, even in fiscally challenging times, to prepare professionals for work in P-12 settings. College status has strengthened the institution's ability to attract outstanding leadership with appropriate subject matter expertise; streamlined institutional organization to more effectively respond to increasing state, federal, and accrediting body requirements placed on teacher preparation; facilitated communication with other CSU sister campus colleges of education through parallel leadership and organization; and provided name recognition and an easily identifiable college profile for students and the community that has enhanced scholarships and external gifts. An acting dean was appointed for the initial two years to permit a thorough search process, leading to the selection of the permanent College of Education dean who began in July 2006.

The education unit includes five departments and three programs, housed in five colleges as follows:

California State University, Fullerton Education Unit	
The College of Education	Other Colleges
Educational Leadership Department (EDAD)	College of Communications Human Communication Studies—Communicative Disorders Program (HCOM)
Elementary and Bilingual Education Department (EDEL)	College of Natural Sciences and Mathematics Master of Arts in Teaching Science Program (MATS)
Reading Department (READ)	College of Humanities and Social Science Teaching English as a Second Language Program (TESOL)
Secondary Education Department (EDSC)	College of Health and Human Development School Nurse Program (Nursing Department) - Reviewed by CCTC only (General Exhibit – GE 1)
Special Education Department (SPED)	

The joint [Ed.D. program](#) between CSUF and the University of California Irvine resides in the Educational Leadership Department. The final five candidates in this program will graduate in 2007-08. In fall 2007, a new independent doctorate program will begin with a cohort of 19 candidates. Several joint doctoral programs were launched in 2002 through a CSU-University of California partnership. Unmet demands for educational administrators brought about [Senate Bill 724](#) (passed by the state legislature in 2006), permitting modification of the CSU charter to offer the Ed.D. Different in curriculum and program structure from the joint program, the CSU-offered Ed.D. will prepare educational leaders to use research skills to develop and implement reform in educational settings. [Figure 1](#) (Initial Level) and [Figure 2](#) (Advanced Level) provide the institution's organization for these programs.

The education unit received initial NCATE accreditation in 1970. All credential programs were reviewed by the California Commission on Teacher Credentialing (CCTC) during the November 2000 NCATE/CCTC joint accreditation visit and were approved without stipulations. Since that time, several programs have submitted program standards in response to new CCTC standards for program quality and effectiveness, which have all been approved. Per the partnership agreement between NCATE and the CCTC, programs are not SPA-reviewed (GE 2). The Communicative Disorders Program, however, is accredited by the American Speech-Language-Hearing Association (ASHA), and was last reviewed in 2002 (GE 3). All programs are [WASC accredited](#).

California differs from many states in that *the initial teaching credential is a post-baccalaureate program*. CSU Fullerton offers all three initial programs. These are the *Multiple Subject Credential Program* (MSCP) for candidates seeking to teach grades K-8, the *Single Subject Credential Program* (SSCP) for candidates seeking to teach a specific content area in grade 7-12, and the *Education Specialist Credential* (SPED) for candidates seeking to teach special needs students grades K-12. Per the California Commission on Teacher Credentialing (CCTC), all initial programs are structured so that candidates can complete the initial credential in one calendar year. A mandatory two-year [Induction Program](#) for multiple and single subject credential holders is state-required for the professional clear credential and is offered by the school district. Special Education candidates complete both the [Level I \(initial\)](#) and a [Level II credential \(advanced\)](#) in the university. Relevant initial program information is seen in [Figure 1](#) and [Table 2](#).

Candidates seeking the Multiple Subject credential typically complete a bachelor's degree either in Liberal Studies or Child and Adolescent Studies. Candidates must pass the California Subject Exam for Teachers (CSET) prior to program admission in order to be NCLB compliant. Candidates may choose to complete the requirements for the multiple subject Bilingual Cross-Cultural Language and Academic Development (BCLAD) emphasis that prepares them teach in bilingual settings. At CSUF, the BCLAD emphasis is available in Chinese (Mandarin), Korean, Spanish and Vietnamese.

Candidates seeking the Single Subject credential typically complete a bachelor's degree in the subject matter area in which they plan to teach. Candidates may demonstrate subject matter competence either by passing the subject matter California Subject Exam for Teachers (CSET) or by completing a CCTC-approved single subject matter preparation program (SSMPP) in the content area. Either option must be completed prior to admission to the credential program. All seven SSMPP programs are CCTC-approved. The appropriate academic department houses each SSMPP, the methods courses and field work as relevant to that content area. Close and consistent communication occurs between the Secondary Education Department, all the teacher preparation subject matter (academic) departments across campus, and school site representatives through a

committee that meets once monthly called the Secondary Education Collaborative for Teacher Education Programs (SECTEP). Committee members oversee student teaching placements, curriculum matters, select appropriate master teachers, resolve issues, and examine program and candidate performance data to make suggestions on candidate and program assessments.

The **Education Specialist Credential** prepares candidates who seek a credential to work with special needs students. Within this credential, there are three options. These are the **Mild/Moderate** credential (K-12), the **Moderate/Severe** credential (K-12), and the **Early Childhood Special Education** credential for preparation to work with young children with special needs. Candidates seeking a credential in either of the first two options must pass the California Subject Exam for Teachers (CSET) prior to program admission in order to be NCLB compliant.

There are two alternative routes to initial credentials. The **Internship Program** accepts qualified candidates who have completed all prerequisite intern courses and who have been accepted into a credential program. These individuals may be hired by a school district that has established an [internship agreement](#) with the university. The candidate may then complete the credential while working on a temporary contract. The [Streamlined Teacher Education Program \(STEP\)](#) offers a 135-unit option for “early deciders.” Freshmen move through three phases to complete the general education, major, and credential courses in a unit-efficient sequence. Subject matter and pedagogy are integrated with early and frequent field experiences. Established in 2004, it is an increasingly popular option, with 500 students currently in one of the three phases. A transfer program has been established with surrounding community colleges for students who have completed 60 units (STEP Phase I), allowing for a smooth transfer in the junior year. STEP is available for candidates seeking a multiple subject credential or a single subject credential in English.

The education unit offers nine advanced degrees – eight master’s and one Ed.D. Relevant information is seen in [Figure 2](#) and [Table 3](#).

**Professional Education Faculty**

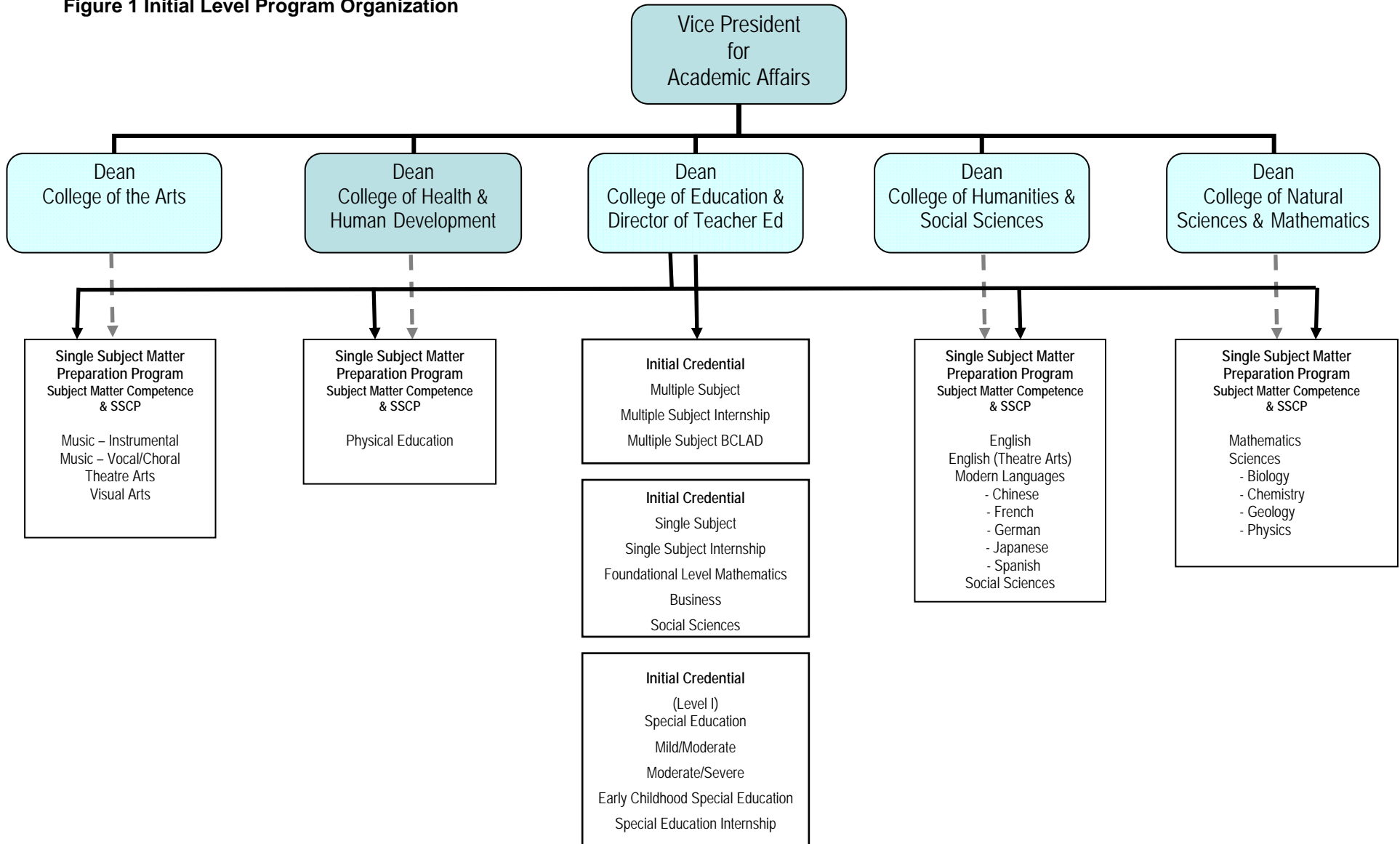
The education unit utilizes a combination of tenured, tenure-track, full-time, and part-time lecturers to teach courses and supervise field experiences. Only tenured and tenure-track faculty teach advanced level courses. [Faculty curriculum vitae](#) and [Standard 5](#) tables and supporting documentation demonstrate that all personnel have the appropriate credentials and P-12 teaching experiences to qualify them for their assignments.

**Table 1 Academic Rank of Faculty in Education Unit (07-08)**

Tenured Faculty		Non-Tenured Faculty		
Academic Rank	Tenured	Not tenured	Full Time Lecturers	Part Time Lecturers
Professor	34	0	-	-
Associate Professor	28	3	-	-
Assistant Professor	0	28	-	-
<b>Total</b>	<b>62</b>	<b>31</b>	<b>24</b>	<b>232</b>

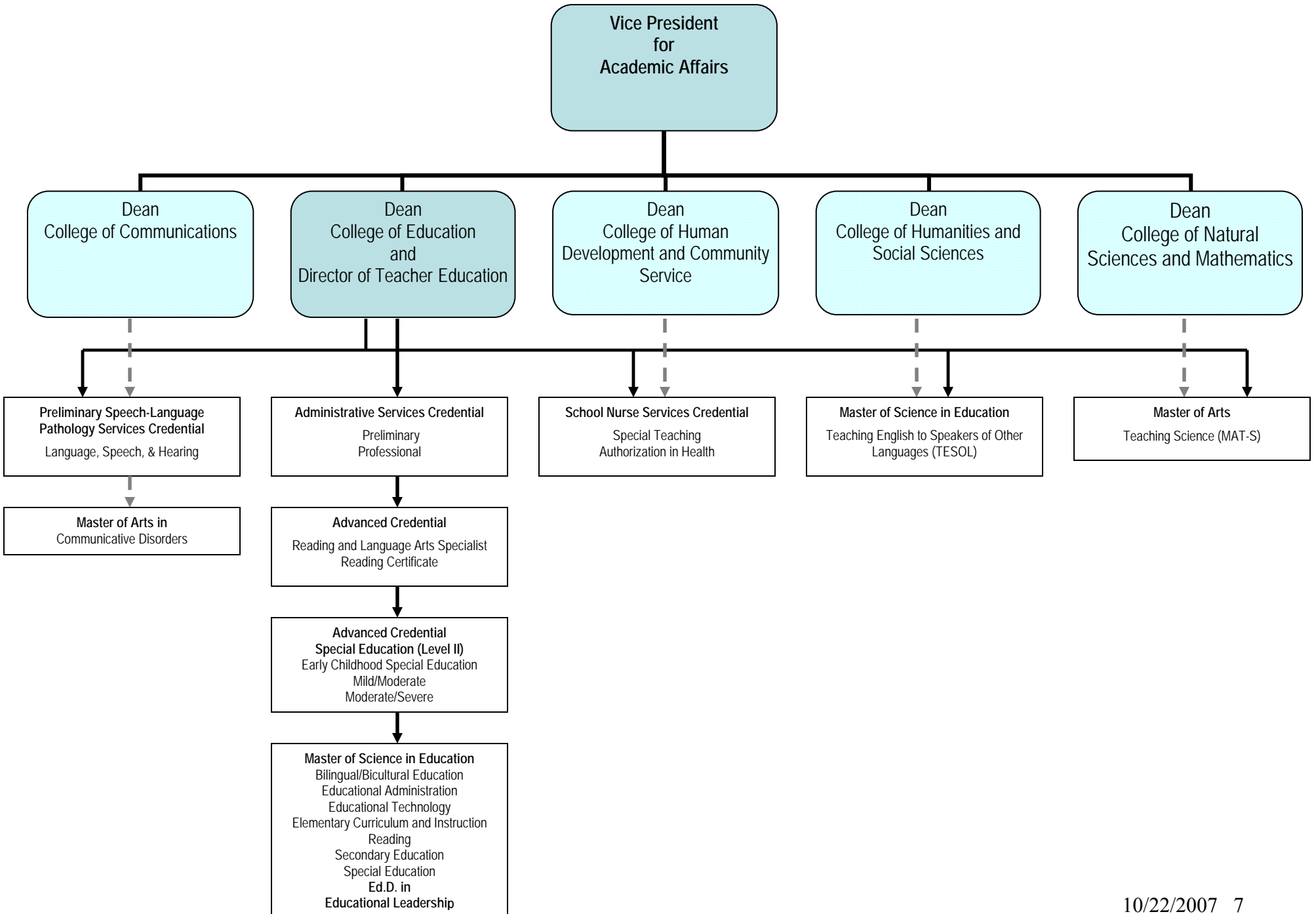


**Figure 1 Initial Level Program Organization**





**Figure 2 Advanced Level Program Organization**



**Table 2 Initial Program Review Status**

Program Name	Award Level	Program Level	Number of Candidates Completed 2005-06	Agency Review	Current Status	National Recognition Status*
Multiple Subject (includes Internship Option)	Multiple Subject Credential	Initial	450	CCTC NCATE	Approved	N/A
Bilingual Crosscultural Language & Academic Development Emphasis (BCLAD) Chinese, Korean, Spanish, Vietnamese	Added Emphasis	Initial	(Included in Multiple Subject above)	CCTC NCATE	Approved	N/A
Single Subject (includes Internship Option)	Single Subject Credential	Initial	203	CCTC NCATE	Approved	N/A
Education Specialist With Special Education English Learner Authorization <b>Level I Mild/Moderate</b> (includes Internship Option); <b>Moderate/Severe</b> (includes Internship Option); <b>Early Childhood Special Education</b>	Special Education Level I Credential	Initial	86	CCTC NCATE	Approved	N/A

\*All programs are accredited by the Western Association of Schools and Colleges (WASC)

**Table 3 Advanced Program Review Status**

Program Name	Award Level	Program Level	Number of Candidates Completed 2005-06	Agency Review	Current Status	National Recognition Status*
Master of Science in Education ( <b>MSE</b> ) with a Concentration in Bilingual/Bicultural Education	Master of Science	Adv	0	NCATE	Approved	N/A
MSE with a Concentration in Elementary Curriculum & Instruction	Master of Science	Adv	67	NCATE	Approved	N/A
MSE with a Concentration in Educational Technology	Master of Science	Adv	3	NCATE	Approved	N/A
MSE with a Concentration in Secondary Education	Master of Science	Adv	28	NCATE	Approved	N/A
MSE with a Concentration in Special Education	Master of Science	Adv	50	NCATE	Approved	N/A
Education Specialist with Special Education English Learner Authorization <b>Level II Mild/Moderate</b> (includes Internship Option):	Special Education Level II Credential		131	CCTCC NCATE	Approved	

<b>Moderate/Severe</b> (includes Internship Option); <b>Early Childhood Special Education</b>						
Master of Arts in Teaching Science	Master of Arts	Adv	3	NCATE	Approved	N/A
<b>ADVANCED PROGRAMS FOR OTHER SCHOOL PERSONNEL</b>						
<b>Program Name</b>	<b>Award Level</b>	<b>Program Level</b>	<b>Number of Candidates Completed 2005-06</b>	<b>Agency Review</b>	<b>Current Status</b>	<b>National Recognition Status*</b>
MSE with a Concentration in Educational Administration & Preliminary Administrative Credential	Master of Science & Administrative Services Credential	Adv	119	CCTC NCATE	Approved	N/A
Professional Administration Services Credential Level II	Professional Administrative Services Credential	Adv	61	CCTC NCATE	Approved	N/A
MSE with a Concentration in Reading & Reading/Language Specialist	Master of Science & Reading/Language Arts Specialist Credential	Adv	MSE – 95 Credential - 42	CCTC NCATE	Approved	N/A
Reading Certificate	Credential	Adv	2	CCTC NCATE	Approved	N/A
Master's & Preliminary Speech-Language Pathology Services (Language, Speech and Hearing) Credential	Master of Arts & Preliminary Speech-Language Pathology Services Credential	Adv	23	CCTC & American Speech and Hearing Association	Approved	Yes
Master's and Certificate in Teaching English as a Second Language	Master of Science & Certificate	Adv	18	NCATE	Approved	N/A
School Nurse Services Credential Program	Master of Science & School Nurse Services Credential	Adv	First graduates September 2007— 15	CCTC & Commission on Collegiate Nursing Education	Approved	Yes
Doctoral Program Educational Leadership	Doctorate of Education	Adv	New in Fall 2007	NCATE	Approved	N/A

\*All programs are accredited by the Western Association of Schools and Colleges (WASC)

### **Off-Campus Programs**

At Cal State Fullerton's [Irvine campus](#), candidates may complete: the Multiple Subject credential; master's in Elementary Curriculum and Instruction; master's/ Preliminary Credential in Educational Leadership; and all three [Reading Department](#) program options. Other education offerings include prerequisite courses for initial credentials, and some advanced courses. Of the 255 courses offered at the Irvine campus in spring 2007, almost one-half were education courses.

School districts may request a complete master's program to be taught at a school site or district office. These requests are accommodated, provided a minimum cohort of 20-30 candidates. There were [12 master's programs at school sites in spring 2007](#).

## Distance Programs

[Thirty-seven courses](#) are approved for online instruction. All online courses must be approved by the university curriculum committee and must meet university policy guidelines prior to being offered. Forty nine percent of the [Master's of Science in Education with a Concentration in Secondary Education](#) is online. Online instruction is supported by Blackboard, an online course management software program.

## Substantial Changes Since the 2000 Visit

- The College of Education was established in 2004 and the permanent dean was appointed in 2006.
- The Ed.D. program began in 2002 in partnership with the University of California Irvine, producing the university's [first four Ed.D. graduates](#) in spring 2007. The independent Ed.D. will begin in fall 2007.
- The Single Subject Credential Program (SSCP) added the Foundational Level Mathematics Credential, with an emphasis on middle school mathematics, grades 5-9. This was identified as a promising program for CSU systemwide replication.
- Multiple Subject and Special Education candidates are now required to pass the California Subject Exam for Teachers (CSET) prior to admission to an initial credential program, in response to NCLB legislation. Prior to 2004, candidates had the option of completing a state-approved subject matter preparation program.
- The Special Education Department is now state-authorized to include preparation to teach English learners in its credential programs.
- The SSCP began piloting the state's Teacher Performance Assessments (TPA) in 2005, with full implementation planned for spring 2008. The Multiple Subject Credential Program (MSCP) will begin implementation in spring 2008.
- The MSCP was revised to include coursework on special education, the visual and performing arts, physical education and health, and community resources.

## OVERVIEW OF THE CONCEPTUAL FRAMEWORK

The impetus and enthusiasm provided by our establishment as a new college compelled us to refresh our conceptual framework ([Conceptual Framework Document](#)). As such, it has undergone substantial modifications since the 2000 NCATE and CCTC joint accreditation visit. We include our core values as a critical component of our conceptual framework. While they represent longstanding general underlying beliefs, they were codified through a faculty visioning process and fully developed with input from a wide array of stakeholders. They are the foundation of our professional community.

- We value learning as a lifelong journey that transforms us.
- We value theory, research and the professional literature as guiding the learning process and informing professional practice.
- We value responsibility to self and to the group.
- We value diversity because it enriches the whole.
- We value multiple pathways to learning that includes the use of technology.
- We value critical inquiry and seeking necessary change.
- We value authentic and reflective assessment.

## Vision and Mission Statements

The encapsulation of our vision statement into a single phrase is *a transformational journey toward educational advancement and achievement*. It is based on a journey metaphor and our seven core values.

### **Vision Statement**

We envision our community, taken in its broadest sense, to include our students, our education partners, and ourselves, as being on an educational journey that transforms us. We are guided by questions, research, reflections, and discovery as we individually, collectively, and continually strive to transform and improve learning outcomes and advance educational achievement. We are on a transformational journey toward educational advancement and achievement.

Our mission statement is based on our vision statement and core values.

### **Mission Statement**

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and we serve the educational community by providing applied scholarship.

### **Linking the Institution and Unit Mission Statements**

The common elements that are found in the institutional and the education unit mission statements center on learning, diversity, and preparing students for productive careers and lives. The key phrase in our [institution's mission statement](#) is *learning is preeminent*. This fits well with the education unit's mission statement phrases: *teaching students to think critically and to make informed decisions*. It also fits well with education unit's first core value: *learning is a lifelong journey that transforms us*. The institution mission holds to a *global outlook* while the education unit expressly describes the expectation that our students will *promote diversity* in their professional work. The institutional mission statement addresses *preparing students for challenging professions and for contributing productively to society*. Similarly, the education unit mission statement expresses that our faculty prepare *professionals who will become change agents in their workplaces*.

### **Professional Dispositions**

The education unit's [Professional Dispositions Statement](#) draws from the education unit's vision and mission statement, and defines the ethical and professional standards that all candidates must demonstrate. We expect our candidates to:

- promote diversity
- engage in collaborative endeavors
- think critically
- maintain professional and ethical standards
- value lifelong learning

### **Program Outcomes**

The unit uses three key outcomes to determine candidate competence. Each of the three outcomes is described by a set of indicators, which are phrases taken from our mission statement. Given that our mission statement describes what we do, then it is appropriate to measure the effectiveness of our work. Each outcome and the supporting indicators are aligned with professional and state standards, appear on all of the [education unit's syllabi](#), and are linked to the learning goals for each course ([Table 2.1](#) – See 2.1.3 for [Advanced Program Alignment Matrices](#)).

We expect that graduates of our programs are:

**Program Outcome 1: Knowledgeable and Competent Specialists who**

- a) demonstrate strong foundation in subject matter knowledge or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) demonstrate ability to use technology as a resource

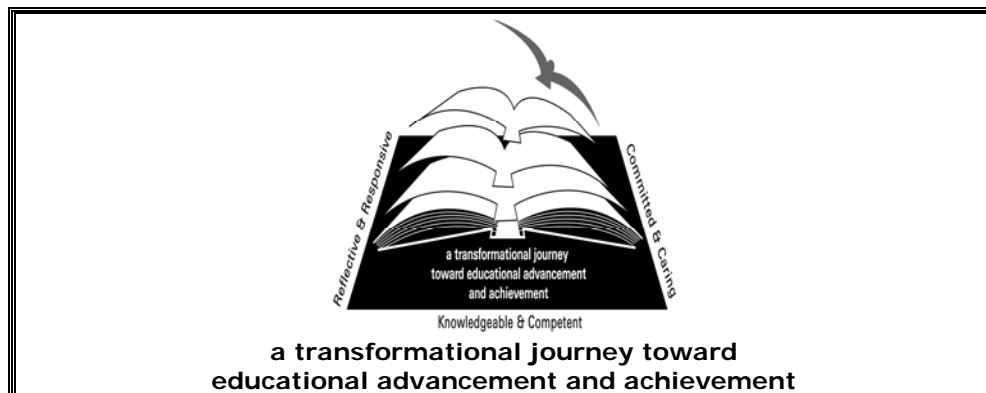
**Program Outcome 2: Reflective and Responsive Practitioners who**

- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

**Program Outcome 3: Committed and Caring Professionals who**

- a) become change agents
- b) maintain professional and ethical standards
- c) become lifelong learners

This graphic represents the unit's vision, mission, and program outcomes, and one's educational journey into and through his or her professional life.



**Evidence of the Conceptual Framework throughout the Standards**

Our conceptual framework lives in our unit's departments and programs in a variety of ways - in syllabi, in courses and candidate assignments, in fieldwork and clinical practice, and in candidate and program assessments. Here we provide specific examples of each of these elements throughout the education unit, drawing from segments of text found in the [Conceptual Framework Document](#), and implementation examples throughout our programs.

***Shared Vision***

Shared vision is evident in that (1) the key elements of our conceptual framework are found on all [course syllabi](#) in the education unit; (2) faculty discuss the program outcomes and indicators with candidates, and link them to professional standards that are included in course syllabi; (3) candidates are expected to understand and discuss how the learning goals in their course of study relate to the unit's program outcomes and indicators; and (4) candidates are assessed on their ability

to demonstrate competence in the unit's three program outcomes. Our conceptual framework was developed over time through a broad exchange that included:

- The Credential Programs Committee (CPC)
- The Secondary Education Cooperative on Teacher Education Preparation (SECTEP)
- The All University Responsible for Teacher Education Committee (AURTEC)
- The Elementary and Special Education Undergraduate Programs (EASEUP)
- The Carr Fellow Advisory Board (outstanding advanced program graduates)
- Faculty members from all departments and programs in the education unit
- The K-12 Education Partners Advisory Board

Our conceptual framework has been built through participation, input, and reflection from all of these groups. We have reached consensus and it represents **our** shared vision and purpose.

### ***Coherence***

The key elements of our conceptual framework are evident in coursework, fieldwork, and clinical practice, in initial and advanced programs of study, and in candidate and program assessments. The indicators of the three program outcomes are taken from our unit's mission statement. Candidates understand that through their coursework, fieldwork and clinical practice, in a variety of ways they will be assessed on their abilities to improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces—all phrases from our mission statement. Several assessments are used to obtain data to help determine candidate and program effectiveness on these three outcomes. For example, initial candidates are assessed through the Teacher Performance Expectations, established by the California Commission on Teacher Credentialing (CCTC). Advanced candidates respond to an education unit survey at mid-point and at program exit.

### ***Professional Commitments and Dispositions***

Evident in both our core values and mission statement, and therefore embedded across our unit's programs, is the value that we place on preparing **committed and caring** professionals. The education unit's [Professional Dispositions Statement](#) is broadly included in education unit documents, student handbooks, admissions statements, and we expect candidates to uphold and adhere to these expressed values. Candidates are required to demonstrate commitment and professional dispositions as assessed by the Teaching Performance Expectations in initial programs. Advanced candidates are required to adhere to standards outlined in the professional organization that is appropriate for each discipline. Professional commitments and dispositions expected of our candidates are clearly outlined in program handbooks for candidates, supervisors, and school personnel. Policies and mechanisms are in place throughout the unit for alerting, and if necessary, removing candidates who do not demonstrate the ability to maintain professional commitment and dispositions.

### ***Commitment to Diversity***

One of our core values specifically addresses diversity: *We value diversity because it enriches the whole.* Further, elements from our mission statement that serve as indicators of one of the three outcomes is that we expect our candidates to promote diversity and become change agents to improve learning for all students. Our candidates also draw from and incorporate knowledge from the professional literature, as evident in the [Conceptual Framework Document](#). [Syllabi](#) throughout the program contain statements indicating the unit's intentionality and commitment to preparing



candidates to work with diverse students. The education unit ensures that candidates in initial and advanced programs have multiple opportunities to practice, demonstrate and be assessed on their abilities to work with diverse students. This includes both course work and fieldwork at the initial and advanced levels. Further, the education unit is committed to seeking and retaining faculty of diverse experiences and backgrounds, as well as recruiting and graduating candidates from a broad spectrum of backgrounds.

### ***Commitment to Technology***

One of our core values is *multiple pathways to learning that includes the use of technology*. The candidate's ability to use technology as a resource is addressed in the first program outcome:

**Knowledgeable and Competent Specialists** and in the [Conceptual Framework Document](#) which cites several professional sources used in our programs that help candidates develop an understanding of information organization and educational technology applications. The use of technology is an integral part of all learning experiences within the curriculum including field and clinical settings, and is evident in the following layers of integration:

- Faculty model and integrate technology throughout their coursework.
- Candidates use and integrate technology for their own learning.
- Candidates model and integrate technology into their educational settings.
- Candidates support their learners in utilizing technology, including using technology to track and analyze student progress.

Specific examples of the many ways in which both candidates and faculty in the education unit utilize technology will be evident throughout the Exhibits and are demonstrated in the Exhibits Room.

### ***Candidate Proficiencies Aligned with Professional and State Standards***

The expanded description of the unit's core values, *we value responsibility to self and to the group* states that each individual "will adhere to standards established by the whole group that includes those established... by the professional community and ... [the] commonly held wisdom that is embodied in professional and ethical standards." Additionally, coursework and fieldwork are aligned with professional standards from national organizations, and with the California Teaching Performance Expectations, Standards for Program Quality Effectiveness, and for initial programs, with state content standards, as seen in [Table 2.1](#). (See 2.1.3 for [Advanced Programs](#).)

In conclusion, our conceptual framework is our shared vision for what guides our work as a professional community.

## **STANDARD 1: CANDIDATE KNOWLEDGE, SKILLS, AND DISPOSITIONS**

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

### **CCTC COMMON STANDARD 9: Assessment of Candidate Competence**

#### **Overview**

All initial and advanced credential programs in the education unit are approved by the California Commission on Teacher Credentialing (CCTC), and the Communicative Disorders advanced

program is accredited by the American Speech and Hearing Association (ASHA). All unit programs are driven by state and national standards and the unit's program outcomes, which together articulate the knowledge, skills and dispositions required of a competent professional in the field of education (see [Alignment Tables](#) in Exhibit 1.0.1). As our [program outcomes](#) state, unit faculty are committed to preparing candidates that are: (a) Knowledgeable and Competent Specialists, (b) Reflective and Responsive Practitioners, and (c) Committed and Caring Professionals. To this end, the systematic collection and analysis of assessment data from multiple sources is used to ensure candidates exit our programs with the content, pedagogical and professional knowledge, skills and dispositions necessary to engage in professional practice that will result in positive effects for all learners.

Due to the complex nature of programs within the unit, we deliberately sought to identify common assessment measures used across programs, both initial and advanced, for collection and analysis. In some cases, current assessments were revised and/or new assessments were developed to better support the aggregation of data for unit level analysis. As detailed in Standard 2 and our [Assessment System Document](#) (1.0.2), candidates in all advanced programs, both for continuing teachers and other professional school personnel, are assessed at the unit level using many common key assessments and criteria. The use of common key assessments at the advanced level was an intentional decision, made to ensure that *all* advanced candidates meet the same high standards that the unit expects at this level of professional development. Therefore, aggregate results for advanced programs are not separated by those for teachers and those for other school personnel. For this reason, data related to advanced programs for teachers will be presented along with data for other school personnel, rather than within the elements for initial teacher candidates. However, to adhere to the Standard 1 guideline that assessment data be presented related to pedagogical content knowledge for continuing teachers, those data results will be presented separately in Standard 1, Element 2.

The key assessment measures used in the presentation of Standard 1 elements are summarized in [Table 2.2](#) on page 51 for [initial programs](#) and [Table 2.3](#) on page 54 for [advanced programs](#). Each data set represented on these tables has been [aligned with program outcomes and the five assessment elements](#) required in Standard 1 for initial programs, advanced programs for teachers, and advanced programs for other school personnel (see matrix in Exhibit 1.0.3). Selected data are presented within each Standard 1 element and additional data—aggregated by unit, disaggregated by program, and specific to individual programs—are referred to and contained in exhibits as cited.

### **Element 1: Content Knowledge for Teacher Candidates**

As stated in the conceptual framework, Program Outcome 1a addresses content knowledge for initial program candidates, stating that they *demonstrate strong foundation in subject matter knowledge*. Teacher candidates in our initial preparation programs demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subjects they plan to teach. The evidence to support this element includes: program admission GPA, State subject matter competency examination results, course preparation and grades in content coursework; initial and final student teaching evaluation ratings related to content knowledge, and results from exit and year-out surveys on content preparation.

#### ***Applicant GPA***

CSU Fullerton teacher candidates have in depth knowledge of the subject matter they plan to teach. To qualify for entry into the Elementary Multiple Subject (EDEL) or Special Education (SPED)

programs an applicant must have a last 60-unit GPA of 2.75. Secondary Single Subject (EDSC) applicants must meet the [required GPA](#) of their subject matter focus area which range from 2.75-3.0. The mean GPA of applicants that were admitted into initial programs well exceeds the minimum 2.75 requirement as shown in Table 1.1.

**Table 1.1 Mean GPA for Applicants Admitted into Initial Programs**

Program	Fall 2006		Spring 2007	
	N	GPA	N	GPA
Elementary & Bilingual Education (EDEL)	252	3.18	124	3.12
Secondary Education (EDSC)	157	3.27	79	3.25
Special Education (SPED)	147	3.13	79	3.11
<b>Unit Totals</b>	<b>556</b>	<b>3.20</b>	<b>282</b>	<b>3.15</b>

***State Required Examinations***

Three exams are required by the California Commission on Teacher Credentialing (CCTC) for candidates to demonstrate competence in the subject matter they will be required to teach. Applicants must take all parts (reading, writing, and math) of the [California Basic Educational Skills Test \(CBEST\)](#) prior to admission to any credential program. All Multiple Subject and Special Education Level I applicants must pass the Multiple Subjects sections of the [California Subject Examination for Teachers \(CSET\)](#) to demonstrate subject matter competence. Single Subject applicants may satisfy the subject matter requirement by completing a major in a [state-approved subject matter program \(SMPP\)](#), or passing the CSET in their appropriate subject area. All examinations of the CSET are criterion referenced and based on CCTC-approved subject matter requirements. Consistent with the policy of the California State University (CSU) Chancellor’s Office, applicants are required to pass the CSET prior to admission. Additionally, in order to be awarded a credential, multiple subject candidates must pass the [Reading Instruction Competence Assessment \(RICA\)](#). Pass rates on these examinations, as listed in the [Title II report](#) (1.1.1), are shown in Table 1.2 for CSU Fullerton program completers from 2004-2005. Reports dating back to 2000-2001 are available in [Title II report archives](#).

**Table 1.2 2004-2005 State Examination Pass Rates for all Initial Programs**

Examination	CSU Fullerton	State Pass Rate
CBEST	100%	100%
*CSET (Multiple Subject Sections)	100%	100%
RICA (Required for licensure not admission)	99%	98%

CBEST and CSET must be passed before entering student teaching if on conditional admit status.  
 \*Please see Single Subject content area [CSET pass rates and CSET/SMPP ratios](#) for 2004-2005.

All candidates admitted in each initial program met the GPA and subject matter exam requirements, as indicated on the [Admissions Overview Chart](#) which shows there were no candidates admitted on conditional status.

***Course Preparation and Grades***

Once admitted to a program, candidates complete a sequence of courses and field experiences which are designed to meet state standards and program outcomes. In California, the [Teaching Performance Expectations \(TPEs\)](#) describe the 13 major proficiencies that candidates must demonstrate in order to successfully complete their program of study. The TPEs were developed with extensive input from statewide P-12 educators and teacher educators and are consistent with the [California Standards for the Teaching Profession \(CSTP\)](#) standards of competence for professional teaching practice. In each program (EDEL, EDSC, SPED) courses are designed to

introduce, reinforce, and assess the TPEs as exhibited on [Course Alignment Charts](#). Course objectives have been aligned with TPEs and program outcomes, as evidenced on all [program syllabi](#) (also available in each program's exhibit files). All program courses are designed to contribute to the development of candidates' subject matter and/or professional content knowledge.

While not an indicator of content knowledge competence in and of themselves, the deliberate alignment of courses and assignments with professional standards and program outcomes allow course grades to be a viable measure of candidate proficiency. In all initial programs candidates must pass "letter grade" courses with a B or better (3.0), including prerequisite courses. To receive a grade of Credit in credit/no credit courses, proficiency must be demonstrated at a level equivalent to the criteria to earn a grade of B (80%). Average pass rates in all courses offered in fall and spring 2007 were as follows: 99% (EDEL), 96% (EDSC), and 95% (SPED).

### ***Evaluations of Student Teaching***

Content knowledge is also demonstrated through candidates' ability to synthesize, plan, and teach important principles in their subject areas to P-12 students during student teaching placements. The student teaching evaluations used in our initial programs measure candidate performance on all 13 [Teaching Performance Expectations \(TPEs\)](#) and the corresponding [California Standards for the Teaching Profession \(CSTP\)](#). A common scoring guide for measuring proficiency on the TPEs was collaboratively developed in spring 2006 and is used by all programs. Candidate performance is rated by both the master teacher and university supervisor using a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished). A copy of the [evaluation as used in all initial programs](#) is provided in Exhibit 1.1.2. EDEL piloted the evaluation in fall 2006 and spring 2007 using an electronic submission process.

To demonstrate content knowledge in the field, TPE 1A: *Specific Pedagogical Skills for Subject Matter Instruction for Multiple Subject* and 1B: *Specific Pedagogical Skills for Subject Matter Instruction for Single Subject* specifically measure candidate ability to Understand and Organize Subject Matter (CSTP 3). Results from the pilot of the new student teaching evaluation for EDEL candidates on TPE 1A are provided in [Table 1.3](#).

The overall scores reveal that in fall 2006 an average 85% of EDEL candidates received ratings at a level of *skilled or distinguished* by both master teachers and supervisors in all content areas. The percent of skilled and distinguished ratings rose between fall and spring semester (average 92% in spring). A majority of candidates are in their second placement in the spring semester, so this increase suggests a growth in skills over time. Candidates scored highest in core content courses (math, reading, science, social studies) with other subjects just slightly lower. In response to data collected on TPE 1A in previous years, a one unit course (EDEL 450) was developed (fall 2002) to specifically address instructional content and strategies in visual and performing arts, and in fall 2004 online modules were developed for EDEL 452 (includes Health and PE) to augment course materials and instruction. The number of candidates scoring at skilled or above in these subject areas, as shown in Table 1.3, provide evidence that these program changes are contributing to a high demonstration of content knowledge beyond core subjects. Continued collection and analysis of quantitative data supplied through the electronic submission process will allow for tracking results to measure consistency and accuracy of this finding over time.

**Table 1.3 EDEL Student Teaching Evaluation Results—Content Knowledge (TPE 1A)**

TPE1	Fall 2006						Spring 2007					
	Master Teacher			Supervisor			Master Teacher			Supervisor		
	N	% 3 and 4 Ratings	Mean Rating	N	%3 and 4 Ratings	Mean Rating	N	%3 and 4 Ratings	Mean Rating	N	%3 and 4 Ratings	Mean Rating
Health	107	81.3	3.12	60	83.3	3.03	238	91.2	3.33	203	89.7	3.19
Math	202	91.1	3.41	199	92	3.23	329	95.7	3.58	325	95.4	3.43
Music	111	82	3.08	63	80.9	3.00	238	89.1	3.26	207	86.5	3.10
Rdg./L.A.	203	86.7	3.35	202	88.7	3.23	332	94.3	3.51	333	92.3	3.47
Perf. Arts	89	80.9	3.18	56	87.5	3.13	257	88	3.32	206	89.3	3.16
Phys. Ed.	165	81.8	3.15	103	78.6	2.95	286	92.1	3.39	230	87.4	3.15
Science	169	82.7	3.24	139	88.5	3.19	310	95.1	3.50	287	94.8	3.42
Soc. St.	187	85	3.28	155	89.7	3.25	303	95.3	3.45	276	93.5	3.35
Vis. Arts	158	90.5	3.30	123	86.2	3.11	295	93.5	3.42	263	93.5	3.30
<b>Avg.</b>	---	<b>84.7</b>	<b>3.23</b>	---	<b>86.1</b>	<b>3.13</b>	---	<b>92.8</b>	<b>3.41</b>	---	<b>91.6</b>	<b>3.29</b>
<b>Overall Average</b>	<b>F06</b>	<b>%3 and 4 ratings = 85% Average rating = 3.18</b>					<b>SP 07</b>	<b>%3 and 4 ratings = 92% Average rating = 3.35</b>				

Ratings: 4 - Distinguished 3 - Skilled 2 - Basic 1 - Unacceptable

N - Number of evaluation responses for a given question (out of a possible 203 for Fall, 333 for Spring). Variances in N among questions are due to differences in numbers of "No Evidence" responses, which are not included in N totals or % calculations.

The [Student Teaching Summary Report \(Tab CK\)](#) provides disaggregated results and overall summaries on TPE 1 for EDEL candidates. Because EDSC and SPED have not yet used the electronic submission process, student teaching data were not disaggregated by Standard 1 elements. Instead, overall student teaching results in meeting teaching performance expectations for [EDSC](#) and [SPED](#) are provided, which include content knowledge (TPE 1A for SPED; TPE 1B for EDSC). All programs will be submitting electronic student teaching evaluations no later than spring 2008 to allow for the collection and analysis of quantitative data measuring each TPE. As the electronic submission of student teaching evaluations is implemented for EDSC and SPED candidates, quantitative data will be available for aggregation at the unit level.

### ***Follow-up Surveys***

CSU Fullerton program completers take two systemwide surveys administered by the CSU Chancellor's Office on all campuses in the California State University (CSU) system. One is the [CSU Exit Survey](#) which provides perspectives from program completers on their experiences and preparation as credential candidates. The other is the [CSU Systemwide Evaluation of Teacher Preparation](#) which is administered to program completers finishing their first year as teachers and to each teacher's own employment supervisor. CSU Exit Survey raw data is available electronically on the CSU Chancellor's Office website for collection and analysis. The Evaluation of Teacher Preparation (year-out survey) results are provided to individual campuses. Results are pre-formatted with analysis calculations complete, and compare individual campuses with statewide results.

Program completers who took the 2004-2005 Exit Survey are the same teachers who were invited to take the systemwide survey at the end of 2005-2006, a year after completing their program. Results from these two surveys provide critical information based on program completers perspectives of how prepared they felt for teaching as they exited our programs, and how prepared they felt they were after a year as in-service teachers. The objective assessment of teachers' preparation based on observations by their employers adds credibility to the findings. The results of selected items from each survey are used to provide evidence related to each Standard 1 element (see [Exit](#) and [Year-out Survey Item Distribution by Standard 1 Element](#) in Exhibit 1.1.3). The results as presented in the



following sections represent program completers' perceptions at exit (2004-2005) and after one year of teaching (2005-2006). Year-out survey results from other years, as received from the CSU Chancellor's Office, can be found in Exhibit 1.1.4 (see binders).

CSU Exit Survey Results

Exit survey items related to content knowledge ask program completers to rate *how prepared they feel as a beginning teacher* to teach specific subject matter and to address the California Academic Content Standards. Table 1.4 shows each program's average response ratings (on a 4 point scale) and the average percent of candidates responding that they were *well or adequately prepared*.

**Table 1.4 CSU Exit Survey Average Responses and Percentages (2004-05) - Content Knowledge (CK)**

EDEL (CK - 8 out of 45 items)			EDSC (CK - 4 out of 41 items)			SPED (CK - 9 out of 55 items)		
Average N = 157			Average N = 56			Average N = 42		
Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response
93.1%	6.9%	2.63	92.8%	7.2%	2.64	82.0%	18.0%	2.31

Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared  
 NOTE: **Average N** values represent average number of actual responses received for each set of questions. Cannot Answer/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

Results show a high percentage of respondents felt they exited their programs possessing the necessary content knowledge to address the academic content standards as beginning teachers. [Disaggregated exit survey results](#) show that EDEL and SPED candidates rated knowledge in core content areas the highest, with other subjects slightly lower (e.g., health, visual and performing arts). This finding is consistent with the results of the observed performance of EDEL candidates on their student teaching evaluations as shown in [Table 1.3](#) and is being addressed through program changes as discussed in that section.

CSU Systemwide Evaluation of Teacher Preparation (year-out) Survey Results

Results from the CSU systemwide year-out survey conducted in 2006 are based on a set of 24 common questions asked of all employed program completers from 2004-2005 (referred to as "teaching graduates" in the survey) and their employment supervisors. The survey asks both teaching graduates and employment supervisors how well prepared CSU Fullerton teachers were to "know and understand the subjects of the curriculum at their grade levels." Table 1.5 shows the average responses for CSU Fullerton graduates compared to graduates from all 23 CSU campuses for the same year. [Disaggregated year-out survey results](#) show specific responses to each content knowledge question by graduates and their supervisors.

**Table 1.5 2006 CSU Systemwide Evaluation Results from 2004-05 Teaching Graduates and Employment Supervisors Content Knowledge (CK - 1 of 24 items)**

RESPONDENTS:	EDEL						EDSC						SPED					
	CSUF Avg. N: Grads. - 132 Sups. - 54			CSU System Avg. N: Grads. - 1798 Sups. - 1114			CSUF Avg. N: Grads. - 72 Sups. - 35			CSU System Avg. N: Grads. - 955 Sups. - 513			CSUF Avg. N: Grads. - 39 Sups. - 20			CSU System Avg. N: Grads. - 440 Sups. - 272		
	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR
<b>Grads.</b>	85%	15%	2.31	76%	24%	2.09	90%	10%	2.51	87%	13%	2.43	59%	41%	1.92	73%	27%	2.03
<b>Supvs.</b>	93%	7%	2.56	88%	12%	2.36	100%	0%	2.77	95%	5%	2.63	85%	15%	2.35	86%	14%	2.40

Ratings: **WA** - Well/Adequately prepared **SN** - Somewhat/Not at all prepared **AR** - Average Response  
 Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared  
 NOTE: **Avg. N** values represent average number of actual responses received for each set of questions. Don't Know/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

Employment supervisor responses, which are based on observational data, rate graduates higher than they rated themselves and were more consistent with the higher ratings reported by graduates as they exited programs in 2004-2005 (see [Table 1.4](#)). This finding indicates that graduates' perceptions of being prepared to teach content, while strong when exiting their programs, waned slightly as they faced the challenges of teaching. However, based on observations of performance by their employment supervisors, 85-100% of teaching graduates were rated as well or adequately prepared to teach the subjects of the curriculum, and scored above the CSU system average.

### **Advanced Programs for Teachers**

The education unit defines advanced programs for teachers as those programs offering Master's degrees that require applicants to hold a current teaching credential for admission. Out of the eight departments in the education unit which offer advanced degrees, there are four programs designated as *advanced programs for teachers*. Three programs offer a Masters of Science in Education for continuing teachers: Elementary and Bilingual Education (EDEL); Secondary Education (EDSC); and, Special Education (SPED), which also offers a Level II Education Specialist Credential at the advanced level. In addition, the Science Education program offers a Masters of Arts in the Teaching of Science (MATS). As stated previously, continuing teachers accepted into advanced level programs are held to the same expectations as other advanced program candidates and unit-wide assessments were developed to be used across all advanced programs in the education unit. For purposes of unit level aggregation and analysis, data related to advanced programs for teachers are presented along with data for other professional school personnel the following section.

### **Element 2: Content Knowledge for Other Professional School Personnel (And Continuing Preparation of Teachers)**

<b>Advanced Programs for Teachers*</b>	<b>Advanced Programs for Other Professional School Personnel</b>
-Elementary & Bilingual Education (EDEL-T)	-Educational Leadership (EDAD)
-Science Education-MATS (SCED-T)	- Human Communications-Communicative Disorders (HCOM)
-Secondary Education (EDSC-T)	-Reading (READ)
-Special Education (SPED-T)	-TESOL (TESL)

\* On all charts "T" will be used after program acronym to identify advanced programs for continuing teachers

Program Outcome 1a addresses content knowledge for all advanced program candidates, stating that they *demonstrate strong foundation in subject matter knowledge or field of study*. Advanced program candidates demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject and/or the structure of their fields of study depending on the degree objective. The evidence to support this element includes: application process assessments, course preparation and grades in content coursework (including unit-wide writing assessment); capstone assessment results, and results from unit-wide mid-point and exit surveys on content preparation.

### ***Application Process Assessments***

All advanced degree program applicants adhere to requirements as set forth by the [University Graduate Studies Office](#). Applicants must apply and be admitted to the university prior to applying for admission to a particular program of study. Once admitted to the university applicants must apply and be admitted to an advanced program of study to enroll in courses. To qualify for entry into a graduate program of study, applicants must meet requirements that exceed university minimums.



Candidates in advanced programs of study are expected to possess content knowledge at the time of admission. As such, candidates admitted and enrolled in advanced programs must have: (a) a baccalaureate degree from an accredited institution and continuing teacher candidates hold current basic teaching credentials (Level II credential candidates in SPED-T have current credentials and are employed in a special education position); (b) a grade point average of 3.0 in their last 60 units of study, with the exception of SCED-T and HCOM which require a GPA of 2.5; and, (c) a grade of “B” or better in all prerequisite courses. Any candidate admitted on conditional status must be moved to classified standing (meet all requirements) by the completion of nine units. In addition, non-native English Speaking TESOL applicants must pass the [Test of English as a Foreign Language \(TOEFL\)](#) with a score of 573 (paper) or 230 (computer). Applicants to EDAD, HCOM, and READ must provide verification of passing the [California Basic Educational Skills Test \(CBEST\)](#).

Table 1.6 shows the number of applicants that met university minimums for admission and those that met specific program standards (listed above) as indicated by program enrollment numbers.

**Table 1.6 Number of Applicants Meeting Admission Requirements for 2006-2007**

Program	Fall 2006			Spring 2007		
	# of Applicants to University	Met university requirements (# admitted)	Met Program Requirements* (# enrolled)	# of Applicants	Met university requirements (# admitted)	Met Program Requirements* (# enrolled)
EDEL-T	178	161	101	41	37	32
EDSC-T	43	30	25	6	6	5
SCED-T	1	1	1	1	1	1
SPED-T	206	107	86	116	62	56
EDAD	146	124	106	47	38	31
HCOM	116	17	14	35	13	13
READ	72	60	47	57	49	39
TESL	70	42	21	33	21	18
<b>Unit totals</b>	<b>832</b>	<b>542</b>	<b>401</b>	<b>336</b>	<b>227</b>	<b>195</b>

\*May include some conditional admissions. Any conditional admits must advance to classified standing within the completion of 9 units.

### ***Course Preparation and Grades***

Within each advanced program, every course that is required of all candidates, and key assignment examples, have been [aligned with program outcomes](#) (1.2.1), which are [aligned with the various standard sets](#) that underlie professional education programs (1.0.1). As candidates progress through advanced programs they complete assignments that require the demonstration of content knowledge and knowledge of their field of study.

While not an indicator of content knowledge proficiency in and of themselves, the deliberate alignment of courses and assignments with professional standards and program outcomes allow course grades to be a viable measure of candidate proficiency. All programs adhere to the University standard, as monitored by the Graduate Studies office, that each candidate maintain a GPA of 3.0 (B or better) for all courses listed on individual study plans. Any grade below a C requires the course be repeated. All advanced candidates must maintain a GPA of 3.0 or they are placed on academic probation, requiring that they raise their GPA within two semesters or be subject to program disqualification. [Table 1.7](#) shows that the mean GPA in all courses specifically related to content knowledge preparation and aligned with Program Outcome 1a is well above the required overall 3.0 GPA.

**Table 1.7 Mean GPA in Courses\* Specifically Related to Content Knowledge Preparation**

Program (Teachers)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA	Program (Other)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA
EDEL-T	148	3.38	150	3.43	EDAD	101	3.77	147	3.60
EDSC-T	26	3.44	27	3.89	HCOM	107	3.63	96	3.68
SCED-T	6	4.00	5	3.93	READ	53	3.79	64	3.88
SPED-T	198	3.51	207	3.39	TESL	109	3.68	107	3.56
<b>Sub-Totals</b>	<b>378</b>	<b>3.58</b>	<b>389</b>	<b>3.66</b>	<b>Sub-Totals</b>	<b>370</b>	<b>3.72</b>	<b>414</b>	<b>3.68</b>
<b>Unit Totals &amp; Averages</b>	<b>Fall 06: N = 748 Mean GPA = 3.65</b>		<b>Spring 07: N = 803 Mean GPA = 3.67</b>						

\*Courses aligned with Program Outcome 1a, but not offered during these semesters are not included in these totals. [Content Knowledge GPA Charts](#) by program show disaggregated totals of grades earned in specific courses. Course syllabi, key assignment descriptions, scoring guides and work samples can be found in program exhibit files.

### Unit-Wide Writing Assignment

Each advanced program has designated a course early in the program sequence that includes an assignment requiring a review of literature. This assessment is used for two purposes: 1) to identify and remediate struggling writers; and, 2) to assess understanding of content (subject and/or research methods knowledge). The policy and procedure for administering the assignment is consistent across all sections of the course within programs. The rubric used for scoring the assignment is used in all programs across the unit ensuring consistency of results unit-wide. Any candidate scoring less than an average score of four receives a remediation letter to provide support for successful program continuance. Each program has defined a particular remediation procedure that best fits its program and candidates' needs. Candidates are provided the policy and procedure information and the rubric prior to completing the assignment. Exhibit 1.2.2 provides [each program's policy and procedure document](#) outlining specific remediation processes to be followed, and a copy of the [common rubric](#) used for scoring.

Aggregate scores by advanced programs for teachers and other school personnel are presented in Table 1.8 along with aggregate unit totals. Results show that a majority of candidates demonstrate writing skill and content knowledge with 93% earning scores at or above the required average ( $\geq 4$ ). Out of 283 candidates, 21 (7%) required remediation. The [disaggregated results](#) present scores by program.

**Table 1.8 Unit-Wide Writing Assessment Results Aggregated by Program Type and Unit**

Programs	Spring 07			Summer 07		
	% of scores $\geq 4$	% of scores < 4.0	Avg Rubric Score	% of scores $\geq 4$	% of scores < 4.0	Avg Rubric Score
Advanced for Teachers	(110) 89%	(13) 11%	(123) 4.5	(9) 100%	(0) 0%	(9) 4.9
Advanced for Other Professional School Personnel	(101) 94%	(7) 6%	(108) 4.4	(42) 97%	(1) 3%	(43) 5.0
<b>Unit Totals</b>	<b>(211) 91%</b>	<b>(20) 9%</b>	<b>(231) 4.5</b>	<b>(51) 98%</b>	<b>(1) 2%</b>	<b>(52) 5.0</b>

### *Capstone Assessments*

Candidates in advanced programs demonstrate their knowledge of content by completing capstone assessments in their culminating courses. Types of assessments vary between programs, but each consists of a significant scholarly undertaking that is relevant to the candidate's field and requires synthesis of knowledge acquired throughout the program of study. Some assessments are graded and others require committee approval. All are attached to a particular culminating course as shown in [Table 1.9](#), and as such require that candidates pass with no lower than a C (2.0) while maintaining an overall GPA of 3.0.

**Table 1.9 Types of Capstone Assessments\* in Culminating Courses by Program**

Advanced Programs for Teachers		Advanced Programs for Other School Personnel	
Capstone Assessment	Culminating Course	Capstone Assessment	Culminating Course
Thesis	EDEL 597; EDSC 598; SCED598	Thesis	READ 598
Project	EDEL 594; EDSC 594; SCED 597; SPED 597	Project	EDAD 597; READ 597
Comprehensive Exam	EDSC 595	Comprehensive Exam	READ 595; TESL 596; HCOM (varies)
Portfolio		Portfolio	TESL 596
Clinical Competencies		Clinical Competencies	EDAD 566; HCOM (varies); TESL 596

\*See the unit Assessment System Document, [pp. 28-29](#) (1.0.2) for descriptions of each program's capstone assessment and passing requirements.

Out of 133 candidates (unit-wide) that completed their culminating course in fall 2006, 99.8% received a grade of B or better. In spring 2007, 162 candidates completed the culminating course, with 99% receiving a grade of B or better. [Disaggregated results](#) present capstone course grades, pass rates, and GPA mean by program. Communicative Disorders (HCOM) candidates complete a set of graded competencies as their culminating experience. 100% of candidates passed all competencies in spring 07. Syllabi describing capstone assessments, scoring guides, and candidate examples are provided in each program's exhibit files.

### ***Unit-Wide Program Surveys***

Two surveys were collaboratively developed to collect data on candidate perceptions of their performance and proficiency at two different points in their program (mid-point and exit). Both surveys are completed by candidates in all advanced programs and consist of the same questions rated on a 4 point scale from strongly agree to strongly disagree. The surveys are anonymous and are administered electronically. Candidates take the [mid-point survey](#) after completing 15 units and the [exit survey](#) at the culmination of their program. These surveys were piloted in fall 2006 with a more complete data set collected in spring 2007. Over time these surveys will allow for valuable comparative analysis on program efficacy and candidate perceptions of their performance and proficiency from mid-program to program exit. The [Unit-Wide Survey Alignment Chart](#) specifies items that relate to program evaluation and categorizes those that relate to candidate perceived efficacy according to the assessment areas of content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as defined in NCATE Standard 1 elements.

### **Mid-point and Exit Survey Results**

One question relates specifically to candidates understanding their field of study as described in professional standards. Due to the difference in numbers of respondents between fall and spring comparative analysis is not very informative at this time. However, results in Table 1.10 show a very high percentage of candidates at both points agreed that their knowledge of standards in their field of study was very strong (unit aggregate 96-97%).

**Table 1.10 Percent of Agree/Strongly agree ratings on Unit-Wide Mid-Point and Exit Surveys for Question Related to Content Knowledge of Standards**

Content Knowledge question: As a graduate of this program I... ...am strengthening (mid-point) ...strengthened (exit) ...my understanding of professional and ethical standards.	Fall 2006		Spring 2007		Aggregate Totals	
	Mid-point N=76	Exit* N=63	Mid-point N=168	Exit* N=172	Mid-point N=244	Exit N=235
	(76) 100%	(59) 94%	(160) 95%	(166) 97%	(236) 97%	(225) 96%

These results reflect responses from candidates both the advanced programs for teachers and other professional school personnel. \*Open link to see the full set of [exit survey responses](#) disaggregated by program.

Based on faculty feedback, these surveys are currently under revision to include additional questions that more accurately measure knowledge, skills, and dispositions as defined in NCATE Standard 1 elements.

### **Element 3: Pedagogical Content Knowledge for Teacher Candidates**

Candidates in initial and advanced teacher preparation programs have in-depth pedagogical content knowledge as delineated in professional standards and unit program outcomes. Program Outcomes 1b and 1c specifically address pedagogical content knowledge for initial and advanced program teacher candidates, stating that they *demonstrate strong understanding and implementation of pedagogical skills* and *the ability to use technology as a resource*. In addition, outcomes 2a and 2b ensure that candidates *promote diversity* and *make informed decisions* as demonstrated by the use of assessment-based practices to present content in challenging, clear, and compelling ways for all students. The evidence to support this element for initial program candidates includes: initial and final student teaching evaluation ratings related to pedagogical content knowledge, course preparation and grades in pedagogical coursework, capstone assessments, and results from exit and year-out survey items on pedagogical content knowledge.

#### ***Evaluations of Student Teaching***

[Teaching Performance Expectations \(TPEs\)](#) 2-7 and 9-10 address pedagogical knowledge and skills and specifically measure candidates' abilities to: *engage and support all students (CSTP 1)*; *create effective learning environments (CSTP 2)*; *plan and design learning experiences (CSTP 4)*; and *use assessments (CSTP 5)*, as delineated in the [California Standards for the Teaching Profession \(CSTP\)](#). The overall scores in [Table 1.11](#) reveal that in fall 2006 an average 87% of EDEL candidates received ratings at a level of *skilled or distinguished* by both master teachers and supervisors across all eight TPEs. The percent of skilled and distinguished ratings rose between fall and spring semester (average 92% in spring), indicating an increase in skills over time. Candidates made the greatest overall increase in ratings on *TPE 4: Making Content Accessible for all Students* (84.9 to 95.2%). The lowest overall ratings were on *TPE 3: Use of Assessment* (80.6-87.7%).

In fall 2006, signature assignments were developed in both Reading (EDEL 433) and Math (EDEL 435) methods courses that specifically require candidates to design curriculum based on the implementation and analysis of assessments of student learning. In addition, Teaching Performance Assessment (TPA) 3, which focuses on use of assessment for instructional planning, will be implemented in spring 2008. Both of these program changes are expected to raise candidate proficiency in the use of assessments and assessment-based practices. Continued collection and analysis of quantitative data supplied through the electronic submission process will allow for tracking results to determine if these program changes result in the increase of candidate performance over time. As the electronic submission of student teaching evaluations is implemented for EDSC and SPED candidates, quantitative data will be available for aggregation at the unit level. Overall student teaching results for meeting the TPEs are provided for [EDSC](#) and [SPED](#) and include those related to pedagogical content knowledge.

**Table 1.11 EDEL Student Teaching Evaluation Results - Pedagogical Content Knowledge**

TPE	Fall 2006						Spring 2007							
	Master Teacher			Supervisor			Master Teacher			Supervisor				
	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating		
2: Monitoring Student Learning	202	88.1	3.37	203	88.1	3.26	332	90.4	3.40	333	93.6	3.38		
3: Use of Assessment	200	85.0	3.22	201	80.6	3.01	325	87.7	3.30	333	86.2	3.15		
4: Making Content Accessible*	199	84.9	3.28	197	88.3	3.24	328	93.3	3.43	332	95.2	3.44		
5: Student Engagement	202	86.6	3.33	203	89.6	3.33	333	90.0	3.38	333	95.2	3.51		
6: Appropriate Teaching Practices	203	85.7	3.36	203	90.7	3.27	333	94.9	3.48	333	92.4	3.42		
7: Teaching English Learners	167	82.6	3.22	159	86.2	3.03	292	90.5	3.34	289	89.6	3.21		
9: Instructional Planning	203	85.2	3.35	203	90.1	3.30	333	92.5	3.50	333	92.5	3.51		
10: Instructional Time	202	82.7	3.25	203	91.1	3.32	333	90.4	3.41	333	93.7	3.45		
<b>Avg.</b>	---	<b>85.1</b>	<b>3.30</b>	---	<b>88.1</b>	<b>3.22</b>	---	<b>91.2</b>	<b>3.41</b>	---	<b>92.3</b>	<b>3.38</b>		
<b>Overall Averages</b>	<b>F06</b>	<b>%3 and 4 ratings = 87%</b>				<b>Average rating = 3.26</b>		<b>SP07</b>	<b>%3 and 4 ratings = 92%</b>				<b>Average rating = 3.40</b>	

Ratings: 4 - Distinguished 3 - Skilled 2 - Basic 1 – Unacceptable

N - Number of evaluation responses for a given TPE (out of a possible 203 for Fall, 333 for Spring). Variances in N among TPEs are due to differences in numbers of “No Evidence” responses, which are not included in N totals or % calculations.

\*TPE 4 includes using computer technology as an instructional tool. (See [Student Teaching Summary Report \(Tab PCK\)](#) for disaggregated results and overall summaries for TPEs 2-7, and 9-10)

### ***Course Preparation and Grades***

Through carefully planned coursework, candidates are provided multiple opportunities to demonstrate their in-depth content knowledge and to learn appropriate subject-specific pedagogical strategies to present that content. As stated previously, TPEs 2-7 and 9-10 relate specifically to the development and demonstration of pedagogical content knowledge and skills. The courses in each program that have primary responsibility for developing candidates’ proficiency on these TPEs are indicated on [Course Alignment Charts](#). All [syllabi](#) for these courses include the alignment of TPEs and program outcomes with course objectives and assignments. Candidates must pass these courses with a grade of B or better (graded courses) or a grade of Credit, which requires proficiency at a level of B or better. Average pass rates for courses primarily responsible for the development of pedagogical content knowledge and skills for fall 2006 and spring 2007 are as follows: 99.8% (EDEL), 95.7% (EDSC), and 98.9% (SPED). [Disaggregated results](#) present pass rate percentages by course for each program. Course syllabi, assignment descriptions, scoring guides and work samples on key assignments can be found in each program’s exhibit files.

### **Capstone Assessments**

Currently EDSC candidates complete a series of three performance assessment tasks as capstone assessments. [The California Teaching Performance Assessment \(TPA\)](#) tasks are designed to measure aspects of initial program professional standards—the [Teacher Performance Expectations \(TPEs\)](#)—and to reflect what beginning teachers should know and be able to do before receiving a preliminary credential. The TPA tasks were designed by [The California Commission on Teacher Credentialing \(CCTC\)](#), [Educational Testing Service \(ETS\)](#), and professional teacher educators from California teacher preparation programs. Tasks are blind scored by at least two university faculty members trained by certified TPA assessors on a common 4 point rubric (1 low to 4 high). Candidates must pass each task with an average score at Level 3. In TPA Task 1 candidates demonstrate knowledge of developmentally appropriate pedagogy through their ability to identify



subject-specific instruction and assessment plans appropriate to four student scenarios. From spring 2005 through fall 2006, 441 candidates in 11 subject areas completed TPA Task 1. An average of 95.6% passed with a score at Level 3 or 4. The [TPA Result Charts](#) show ratings and pass rates for each task, disaggregated by subject area.

EDEL will begin implementing the TPA as a capstone assessment in spring 2008. Currently multiple subject candidates complete a series of five signature assignments in curriculum focused methods courses as a capstone assessment. Three of these assignments focus on the demonstration of pedagogical content knowledge and strategies, including technology integration, in subject-specific instructional planning. These signature assignments are completed in EDEL 434: *Inquiry Teaching for English Language Learners*, EDEL 436: *Science Methods*, and EDEL 437: *Social Studies Methods*. Assignments are scored on rubrics using a common 4 point scale (1-unacceptable; 2-basic; 3-skilled; 4-distinguished). Candidates must receive a score of 3 or 4 to receive credit ([descriptions of assignments and scoring rubrics](#) are provided in Exhibit 1.3.1.) In fall 2006 and spring 2006, an average 97% of candidates scored at skilled (3) or above on the EDEL 434 (EL) and EDEL 436 (Science) assignment. An average of 98.5% scored at skilled (3) or above on the EDEL 437 (Social Studies) assignment. [Results for each course](#), disaggregated by semester, are available in Exhibit 1.3.2.

SPED candidates must meet specific requirements developed to demonstrate proficiency on the Common Core standards as defined by the Council of Exceptional Children (CEC), including standards related to pedagogical content knowledge. Candidates provide evidence through the cumulative development of a field experience portfolio. Credential candidates must be assessed as making satisfactory progress on portfolio requirements by both the master teacher and university supervisor in all terms of fieldwork and student teaching. In fall 2006 and spring 2007 95% of candidate portfolios were [assessed as making satisfactory progress](#).

#### Knowledge and Use of Technology for Instruction

To enhance candidates' knowledge and understanding of technology use in instructional settings, the appropriate use of computer-based technology for information collection, analysis and management is [integrated into initial program coursework](#). To successfully complete courses (B or better required) candidates must meet all course objectives including the technological components. For this reason, course grades (as reported previously on page 17) provide one measure of candidates' knowledge and ability to use technology for teaching and learning. In addition, EDSC candidates are required to take a three-unit course solely devoted to develop technological skill and use of computer-based technologies to facilitate the instructional process (EDSC 304/307: *Personal Proficiency in Educational Technologies for Secondary Teachers*). 92% of candidates in fall 2006, and 86% of candidates in spring 2007 passed this course with a B or better. Further evidence of competence with technology use includes performance data based on evaluations of student teaching— specifically ratings on TPE 4: *Making Content Accessible*, which includes the ability to use technology as an instructional tool. Overall EDEL results (see [Table 1.11](#)) show both master teachers and supervisors rated 85.4%-95.2% of candidates as well or adequately prepared on TPE 4. Responses to CSU exit and year-out surveys on items related to preparation for technology use provide additional data on technological proficiency. Those results are discussed in the presentation of survey data below.

### CSU Follow-up Survey Results

[Items on the CSU Exit Survey](#) related to pedagogical content knowledge ask program completers to rate *how prepared they feel as a beginning teacher* to (for example): plan, organize and manage instruction; use effective instructional strategies; use technology as an instructional tool; and, meet the needs of all learners. Table 1.12 shows each program’s average ratings (0 to 3) and the average percent of candidates responding that they were *well or adequately prepared*. Overall, a high percentage (88.8-95.8%) of exiting candidates felt confident in their preparation to use effective pedagogical knowledge and skills to teach subject-matter content. [Disaggregated results for each program](#) provide candidate responses to individual questions.

**Table 1.12 CSU Exit Survey Average Responses and Percentages (2004-05)  
- Pedagogical Content Knowledge (PCK)**

EDEL (PCK - 19 out of 45 items)			EDSC (PCK – 15 out of 41 items)			SPED (PCK - 21 out of 55 items)		
Average N = 159			Average N = 56			Average N = 45		
Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response
95.8%	4.2%	2.67	91.4%	8.6%	2.51	88.8%	11.2%	2.50

Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared  
NOTE: **Average N** values represent average number of actual responses received for each set of questions. Cannot Answer/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

[Thirteen of the 24 common questions](#) on the CSU Year-out survey of teaching graduates and their employment supervisors specifically relate to pedagogical content knowledge. Table 1.13 shows the average ratings and responses on all 13 questions for CSU Fullerton graduates compared to graduates from all 23 CSU campuses for the same year. Responses at exit compared to those after a year of teaching show that candidates exit our programs feeling highly prepared as effective instructors and then wane in this perception as they meet teaching challenges. However, based on actual observations of performance, EDEL and EDSC teacher employers rate these teachers highly prepared as effective instructors. In both these programs, CSU Fullerton teachers scored above the systemwide average. SPED employers also rated teachers higher than they rated themselves, but the averages of both groups fell slightly below the systemwide averages. Individual questions and responses for each program are provided in [disaggregated results](#).

**Table 1.13 2006 CSU Systemwide Evaluation Average Responses and Percentages of 2004-05 Program Completers - Pedagogical Content Knowledge (PCK - 13 of 24 items)**

RESPOND-ENTS:	EDEL						EDSC						SPED					
	CSUF Avg. N: Grads. - 134 Supvs. - 53			CSU System Avg. N: Grads. - 1800 Supvs. - 1078			CSUF Avg. N: Grads. - 72 Supvs. - 34			CSU System Avg. N: Grads. - 967 Supvs. - 501			CSUF Avg. N: Grads. - 38 Supvs. - 19			CSU System Avg. N: Grads. - 439 Supvs. - 267		
	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR
<b>Grads.</b>	85%	15%	2.31	74%	26%	2.05	83%	17%	2.25	72%	28%	2.01	72%	28%	2.06	77%	23%	2.12
<b>Supvs.</b>	91%	9%	2.48	81%	19%	2.23	92%	8%	2.52	80%	20%	2.24	75%	25%	2.19	82%	18%	2.31

Ratings: **WA** - Well/Adequately prepared **SN** - Somewhat/Not at all prepared **AR** - Average Response  
Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared  
NOTE: **Avg. N** values represent average number of actual responses received for each set of questions. Don't Know/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

An analysis of [individual item responses](#) across all programs on exit surveys show the lowest scores are on using computer-based technology for educational purposes (see items AL11-12). This finding remained consistent for EDEL and SPED teachers on [year-out surveys](#) (see items 16-17). As a result, all three initial credential programs have identified technology as a focus



area for program improvement and have begun implementation of action plans to better prepare candidates to make effective use of technology. In support of this effort, faculty in each program have met to determine where in their curricula candidates are provided with instruction in the use of technology for educational purposes and opportunities to apply their technology knowledge and skills. The results of this process are presented in individual program [Technology Integration Charts](#).

**Advanced Programs for Teachers**

The evidence to support this element in advanced programs for teachers includes: course preparation and grades in courses related to the development of pedagogical content knowledge, capstone assessments, and results from the education unit’s mid-point and exit survey items on pedagogical content knowledge.

***Course Preparation and Grades***

As advanced candidates progress through their program of study they are provided multiple opportunities to demonstrate their in-depth content knowledge and their use of appropriate subject-specific pedagogical strategies to present that content in the field. Program Outcomes 1b and 1c specifically address pedagogical content knowledge for initial and advanced program candidates, stating that they *demonstrate strong understanding and implementation of pedagogical skills and the ability to use technology as a resource*. In addition, outcomes 2a and 2b ensure that candidates *promote diversity and make informed decisions* as demonstrated by the use of assessment-based practices to present content in challenging, clear, and compelling ways for all students. The courses in each program that work to enhance candidates’ abilities to meet these outcomes are indicated on the [Course Alignment Charts](#) (see Exhibit 1.2.1). Candidates must pass these courses with a grade of C or better, while maintaining an overall GPA of 3.0, or be subject to academic probation. Table 1.14 shows that the mean GPA in all courses specifically related to the preparation of pedagogical content knowledge preparation is well above the overall 3.0 GPA required. Course syllabi, assignment descriptions, scoring guides and work samples on key assignments can be found in each program’s exhibit files.

**Table 1.14 Mean GPA in Courses Specifically Related to Pedagogical Content Knowledge Preparation**

Program	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA	Program	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA
EDEL-T	289	3.42	274	3.56	SCED-T	6	4.00	5	3.93
EDSC-T	58	3.86	77	3.79	SPED-T	358	3.50	328	3.54
<b>Sub Totals</b>	<b>347</b>	<b>3.64</b>	<b>351</b>	<b>3.68</b>	<b>Sub Totals</b>	<b>364</b>	<b>3.75</b>	<b>333</b>	<b>3.74</b>
<b>Unit Totals &amp; Averages</b>		<b>Fall 06:</b>	<b>N = 711</b>	<b>Mean GPA = 3.70</b>	<b>Spring 07:</b>	<b>N = 684</b>	<b>Mean GPA = 3.71</b>		

Courses aligned with related Program Outcomes, but not offered during these semesters are not included in these totals. [Pedagogical Content Knowledge GPA Charts](#) by Program show disaggregated totals of grades earned in specific courses.

**Knowledge and Use of Technology for Instruction**

To enhance candidates’ knowledge and understanding of technology use in instructional settings, the appropriate use of computer-based technology for information collection, analysis and management is [integrated into advanced program coursework](#). Within the set of courses identified as relating to pedagogical content knowledge there are courses in each program that specifically provide instruction and field-based assignments on technology use for teaching and learning (see [Pedagogical Content Knowledge GPA charts](#) for identified courses). To successfully complete courses, candidates must meet all course objectives including the technological components. For this reason, GPA as reported above provides evidence of candidate knowledge and ability to use technology for educational purposes. In addition, some departments offer courses or programs

explicitly designed for advanced development of technological knowledge and skill. For example EDSC candidates are required to take EDSC 504: *Advanced Instructional Proficiency in Secondary Educational Technologies* and EDEL offers a [Master’s of Science Degree with an emphasis in Education Technology](#).

**Capstone Assessments**

All advanced programs for teachers have an option for candidates to enroll in a culminating course that leads to the completion of a project as a capstone assessment (as opposed to a thesis or exam) (EDEL 594; EDSC 594; SCED 597; SPED 597). In these culminating courses candidates design and complete creative or pragmatic work in the form of classroom based research, curriculum projects, professional development projects, etc. that include solid theoretical grounding. This work requires candidates to draw on their in-depth knowledge and understanding of pedagogical content and design a project that includes or examines standards-based instructional strategies and skills in ways that has the potential to contribute to the larger educational community. Projects are completed under the mentorship of a course instructor/advisor and candidates have the opportunity for multiple revisions prior to submission. Out of 120 candidates that completed a project course in their program of study, 99% received a grade of B or better (GPA mean = 3.85). Examples of project course syllabi, completed projects and scoring criteria is available in each program’s exhibit files.

**Unit-Wide Program Surveys (Mid-point/Exit)**

Three questions on the unit-wide surveys taken by continuing teachers in advanced programs address pedagogical content knowledge. Aggregate results on Table 1.15 reveal that candidates felt strongly that their knowledge and skills were improving at mid-point in their programs. At program exit responses remained consistently high indicating candidates leave our programs feeling well prepared with instructional skills and strategies to be effective teachers.

**Table 1.15 Percent of Agree/Strongly Agree Responses on Unit-Wide Mid-Point and Exit Surveys for Questions Related to Pedagogical Content Knowledge**

Pedagogical Content Knowledge questions:	Fall 2006		Spring 2007		Aggregate Results	
	Mid-point N=37	Exit* N=16	Mid-point N=62	Exit* N=50	Mid-point N=99	Exit N=66
As a graduate student/graduate in/of this program, I...						
...am improving (Mid-point)/have improved (Exit) my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.	(34) 92%	(16) 100%	(55) 89%	(44) 88%	(89) 90%	(60) 91%
... am improving/improved my ability to promote equity and diversity.	(37) 100%	(14) 88%	(56) 90%	(46) 92%	(93) 94%	(60) 91%
...am becoming/am now better prepared to make informed decisions about problems that I face as a professional.	(36) 97%	(16%) 100%	(58) 94%	(46) 92%	(94) 95%	(62) 94%

These results reflect responses from candidates in the EDEL-T, EDSC-T, SPED-T, and SCED-T advanced programs.

\*Open link to see the full set of [mid-point/exit survey responses and narrative comments](#) disaggregated by program.

**Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates**

Candidates in initial teacher preparation programs reflect a thorough understanding of professional and pedagogical knowledge and skills as delineated in professional, state and institutional standards. Program Outcomes 2a, 2b, and 2c specifically address this element for initial program teacher candidates, stating that as reflective and responsive practitioners they *promote diversity, make informed decisions, and think critically about their practice*. Candidates demonstrate their proficiency in meeting these outcomes through developing meaningful learning experiences for all students, making adjustments to their practice to enhance student learning, and considering school,

family, and community contexts for making connections to students' prior knowledge and experiences. The evidence to support this element includes: course preparation and grades in professional and pedagogical coursework, fieldwork evaluation ratings related to professional and pedagogical knowledge and skills, initial and final student teaching evaluation ratings related to professional and pedagogical knowledge and skills, and results from exit and year-out survey items linked to professional and pedagogical knowledge and skills.

### ***Course Preparation and Grades***

Through carefully designed coursework, initial program candidates are provided multiple opportunities to demonstrate professional and pedagogical knowledge and skills as developing professional educators. [Teaching Performance Expectations \(TPEs\)](#) 7-8 and 11-12 address this element and specifically measure candidates abilities to: *engage and support all students (CSTP 1); plan and design learning experiences (CSTP 4); create effective learning environments (CSTP 2); and develop as a professional (CSTP 6)*. The courses in each program that have primary responsibility for developing candidates' proficiency on these TPEs are indicated on [Course Alignment Charts](#). All [syllabi](#) for these courses include the alignment of TPEs and program outcomes with course objectives and assignments. Candidates must pass these courses with a grade of B or better (graded courses) or a grade of Credit, which requires proficiency at a level of B or better. Average pass rates for courses primarily responsible for the development of professional and pedagogical knowledge and skills for fall 2006 and spring 2007 are as follows: 99.8% (EDEL), 95.3% (EDSC), and 99.1% (SPED). [Disaggregated results](#) present pass rate percentages by course for each program. Course syllabi, assignment descriptions, scoring guides, and work samples on key assignments can be found in each program's exhibit files.

### ***Evaluations of Fieldwork***

Prior to student teaching, initial candidates begin the implementation of professional and pedagogical knowledge and skills in assigned classrooms through fieldwork courses (EDEL 438; EDSC 440F; SPED 438). All candidates are evaluated by both the master teacher and university supervisor on fieldwork performance. A common evaluation form and scoring guide was collaboratively developed in spring 2006 and is used in both the EDEL and SPED programs. Candidate performance is rated on a 4 point scale (1=unacceptable; 2=developing; 3=acceptable; 4=exemplary). EDSC candidates are evaluated on TPEs at mid-point and a narrative readiness evaluation at end. Candidates in all programs must receive passing scores (average 2.0 or better) on their fieldwork evaluations to progress into student teaching courses. Fieldwork evaluations were piloted by EDEL in 2006-2007 using an electronic submission process and revised in summer 2007. By spring 2008, all programs will submit fieldwork evaluations electronically allowing for unit aggregation and analysis. [Fieldwork evaluation forms](#) are provided in Exhibit 1.4.1.

Two items from the common evaluation used for EDEL and SPED candidates rate their abilities and dispositions toward promoting diversity and engaging in critical reflection to make informed decisions. [Table 1.16](#) presents the results for these two items from the fall 2006 and spring 2007 fieldwork evaluations for EDEL candidates.

At the point in the program that candidates are evaluated on fieldwork performance, they are expected to be at novice stages of knowledge and skill development. As such, candidates can receive credit for fieldwork by earning an average rating at or above a 2.0 (developing).

**Table 1.16 EDEL Fieldwork Evaluation Results – Professional and Pedagogical Knowledge and Skills**

Professional and Pedagogical Knowledge and Skills (2 out of 12 items evaluated)	Fall 2006				Spring 2007			
	Master Teacher N=248		Supervisor N=244		Master Teacher N=162		Supervisor N=162	
	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating
The candidate values multiple aspects of diversity and respects varied cultural backgrounds, ethnicities, languages, etc.	97.6%	3.74	97.1	3.49	99.4%	3.72	99.4%	3.56
The candidate reflects on and evaluates his or her own behavior and work and begins to develop potential solutions.	92.3%	3.54	95.5%	3.49	90.8%	3.48	96.0%	3.48

However, as shown in Table 1.16, both master teachers and supervisors rated nearly all candidates as performing at acceptable (3.0) or exemplary (4.0) levels. EDSC and SPED candidate proficiency on fieldwork items related to professional and pedagogical knowledge and skills are indicated by [pass rates on fieldwork courses](#), which require meeting assessment criteria on fieldwork evaluations.

### ***Evaluations of Student Teaching***

As student teachers, candidates have the opportunity to apply their professional and pedagogical knowledge and skills, receive feedback from master teachers and university supervisors, reflect on their own practice, and grow as professional educators. Out of 13 TPEs evaluated at the conclusion of both initial and final student teaching placements, four specifically address candidate ability to: *teach English Learners (TPE 7)*, *learn about students to maximize learning opportunities (TPE 8)*, *create a social environment that promotes engagement in learning (TPE 11)*, and *understand and honor professional, legal and ethical obligations (TPE 12)*. The overall scores in Table 1.17 reveal that in fall 2006 an average 89% of EDEL candidates received ratings at a level of *skilled or distinguished* by both master teachers and supervisors across all four TPEs. The percent of skilled and distinguished ratings rose between fall and spring semester (average 93% in spring), indicating an increase in skills over time. While candidates’ scores on TPE 7: *Teaching English Learners* placed them, on average, above the level of *skilled*, this item received the lowest mean ratings overall. The highest ratings were earned on TPE 8: *Learning About Students*.

**Table 1.17 EDEL Student Teaching Evaluation Results – Professional and Pedagogical Knowledge and Skills**

TPE	Fall 2006						Spring 2007					
	Master Teacher			Supervisor			Master Teacher			Supervisor		
	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating
7: Teaching English Learners	167	82.6	3.22	203	86.2	3.03	292	90.5	3.34	289	89.6	3.21
8: Learning About Students	203	92.6	3.46	201	94.0	3.39	331	94.5	3.56	333	94.3	3.46
11: Social Environment	202	90.1	3.38	197	91.1	3.35	333	92.5	3.46	333	95.2	3.52
12: Professional, Legal, and Ethical Obligations	196	88.2	3.45	203	85.1	3.14	329	94.8	3.58	331	89.4	3.33
<b>Avg.</b>	---	<b>88.4</b>	<b>3.38</b>	---	<b>89.1</b>	<b>3.23</b>	---	<b>93.1</b>	<b>3.49</b>	---	<b>92.1</b>	<b>3.38</b>
<b>Overall Averages</b>	<b>F06</b>	<b>%3 and 4 ratings = 89% Average rating = 3.30</b>					<b>SP07</b>	<b>%3 and 4 ratings = 93% Average rating = 3.44</b>				

Ratings: 4 - Distinguished 3 - Skilled 2 - Basic 1 - Unacceptable

N - Number of evaluation responses for a given TPE (out of a possible 203 for Fall, 333 for Spring). Variances in N among TPEs are due to differences in numbers of “No Evidence” responses, which are not included in N totals or % calculations. (See [Student Teaching Summary Report \(Tab PPCK\)](#) for disaggregated results and overall summaries for TPEs 7-8, and 11-12)

This finding indicates that while candidates do maximize learning opportunities for all students by drawing on prior knowledge, connecting to life experiences, etc., they are still growing in their abilities to institute instructional practices for comprehensive instruction of English learners. English learner instruction is a designated focus area for EDEL faculty and actions plans have been implemented over the past few years. Two actions taken were the addition of a course specifically devoted to instructional methods for English learners (EDEL 434: *Methods and Inquiry for teaching English Learners*) and the development of a [common lesson plan format](#) for program-wide use that explicitly focuses on identifying EL student needs and instructional strategies to meet them. It is believed these programmatic changes have impacted candidate performance, given that candidates are rated in high numbers as skilled or above. However, it is expected that continued focus on developing this area of the curriculum in courses and in the field will result in an increase in candidate performance ratings over time. Overall student teaching results for meeting the TPEs are provided for [EDSC](#) and [SPED](#) and include those related to professional and pedagogical knowledge and skills.

### ***CSU Follow-up Survey Results***

[Items on the CSU Exit Survey](#) related to professional and pedagogical content knowledge ask program completers to rate *how prepared they feel as a beginning teacher* to (for example): meet the instructional needs of diverse student populations; consider community contexts in connecting to students; and understand professional, legal and ethical obligations. Table 1.18 shows each program’s average ratings (0 to 3) and the average percent of candidates responding that they were *well or adequately prepared*. Overall, a high percentage (90.8-96.8%) of exiting candidates felt they were well or adequately prepared with effective professional and pedagogical knowledge and skills to understand how students learn and provide meaningful learning experiences as professional educators. [Disaggregated results](#) provide responses to individual survey questions by program.

**Table 1.18 CSU Exit Survey Average Responses and Percentages (2004-05)  
- Professional and Pedagogical Content Knowledge (PPCK)**

EDEL (PPCK - 11 out of 45 items)			EDSC (PPCK – 12 out of 41 items)			SPED (PPCK - 12 out of 55 items)		
Average N = 158			Average N = 56			Average N = 45		
Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response
96.8%	3.2%	2.69	92.1%	7.9%	2.55	90.8%	9.2%	2.57

Rating scale: **3** - Well-prepared **2** - Adequately prepared **1** - Somewhat prepared **0** - Not at all prepared  
 NOTE: **Average N** values represent average number of actual responses received for each set of questions. Cannot Answer/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

[Six of the 24 common questions](#) on the CSU Year-Out survey of teaching graduates and their employment supervisors specifically relate to professional and pedagogical knowledge and skills. [Table 1.19](#) shows the average ratings and responses on all six questions for CSU Fullerton graduates compared to graduates from all 23 CSU campuses for the same year. Responses at exit compared to those after one year of teaching show that graduates perceptions of how prepared they were to meet their professional and pedagogical responsibilities dipped slightly once they began meeting the challenges of teaching. However, teacher’s responses as being well and adequately prepared were still relatively high (74-84%). Ratings of their performance by employment supervisors were even higher (82-92%). EDEL and EDSC teachers and employers ratings were both significantly above the average of teaching graduates systemwide. SPED teachers’ average was also above the systemwide mean and employer ratings were nearly equal. Responses to individual questions are presented [disaggregated by program](#).



**Table 1.19 2006 CSU Systemwide Evaluation Average Responses and Percentages of 2004-05 Program Completers - Professional and Pedagogical t Knowledge and Skills (PPCK - 6 of 24 items)**

RESPOND- ENTS:	EDEL						EDSC						SPED					
	CSUF Avg. N: Grads. - 133 Supvs. - 54			CSU System Avg. N: Grads. - 1796 Supvs. - 1082			CSUF Avg. N: Grads. - 72 Supvs. - 33			CSU System Avg. N: Grads. - 966 Supvs. - 501			CSUF Avg. N: Grads. - 38 Supvs. - 20			CSU System Avg. N: Grads. - 439 Supvs. - 268		
	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR
<b>Graduates</b>	84%	16%	2.29	74%	26%	2.03	77%	23%	2.13	68%	32%	1.92	80%	20%	2.20	78%	23%	2.13
<b>Supvs.</b>	92%	9%	2.42	80%	21%	2.18	89%	11%	2.32	77%	24%	2.13	82%	18%	2.32	84%	16%	2.33

Ratings: **WA** - Well/Adequately prepared **SN** - Somewhat/Not at all prepared **AR** - Average Response

Rating scale: **3** - Well-prepared **2** - Adequately prepared **1** - Somewhat prepared **0** - Not at all prepared

NOTE: **Avg. N** values represent average number of actual responses received for each set of questions. Don't Know/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

**Element 5: Professional and Pedagogical Knowledge and Skills for Other Professional School Personnel (And Continuing Preparation of Teachers)**

The evidence to support this element in advanced programs for teachers and other professional school personnel includes: course preparation and grades in courses related to the development of professional and pedagogical knowledge and skills, capstone assessments, and results from the education unit’s mid-point and exit survey items linked to professional and pedagogical knowledge and skills.

***Course Preparation and Grades***

CSU Fullerton advanced programs have been developed to help candidate’s increase their professional knowledge and skills. Programs integrate critical knowledge and skills throughout coursework, and field components provide opportunities for candidates to connect theory with practice under the guidance of faculty and/or on-site supervisors. All program coursework is designed to assist candidates in meeting competencies specified in professional, state and institutional standards. Program Outcomes 2a, 2b, and 2c specifically address professional and pedagogical knowledge and skills for all advanced candidates, stating that as reflective and responsive practitioners they *promote diversity, make informed decisions, and think critically about their practice*. In addition, Program Outcome 1c states that candidates demonstrate the ability to *use technology as a resource*. To meet these outcomes candidates must demonstrate a solid understanding of families, students, and communities, use current research to inform their practices, and support learning through professional practices. The courses in each advanced program that work to enhance candidates’ abilities to reach the required levels of proficiency for meeting program outcomes and professional standards are indicated on the [Course Alignment Charts](#) provided in Exhibit 1.2.1, including those courses that specifically provide instruction and field-based assignments for use of technology as a resource to support student learning. Candidates must pass these courses with a grade of C or better, while maintaining an overall GPA of 3.0, or be subject to academic probation. [Table 1.20](#) shows that the mean GPA in all courses specifically related to the preparation of professional and pedagogical knowledge and skills is well above the overall 3.0 GPA required. Course syllabi, assignment descriptions, scoring guides and work samples on key assignments can be found in each program’s exhibit files.



**Table 1.20 Mean GPA in Courses Specifically Related to Professional and Pedagogical Knowledge & Skills Preparation**

Program (Teachers)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA	Program (Other)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA
EDEL-T	230	3.39	279	3.50	EDAD	338	3.78	368	3.63
EDSC-T	4	3.50	60	3.85	HCOM	175	3.72	162	3.52
SCED-T	6	4.00	*	*	READ	117	3.80	88	3.77
SPED-T	315	3.52	260	3.46	TESL	107	3.63	107	3.55
<b>Sub-Totals</b>	<b>559</b>	<b>3.60</b>	<b>599</b>	<b>3.60</b>	<b>Sub-Totals</b>	<b>737</b>	<b>3.73</b>	<b>725</b>	<b>3.62</b>
<b>Unit Totals &amp; Averages</b>	<b>Fall 06: N = 1296</b>		<b>Mean GPA = 3.67</b>		<b>Spring 07: N = 1324</b>		<b>Mean GPA = 3.61</b>		

Courses aligned with related Program Outcomes, but not offered during these semesters are not included in these totals. [Professional and Pedagogical Knowledge GPA Charts](#) by program show disaggregated totals of grades earned in specific courses.

### *Capstone Assessments*

Throughout their coursework and field experiences candidates collect and analyze data and reflect on their practice related to program outcomes, professional, and state standards. In this process candidates establish a foundation of professional and pedagogical knowledge and skills on which they build as they earn their degrees. In a culminating course, candidates demonstrate the knowledge and skills of their field of study through the completion of a capstone assessment. Types of assessments vary between programs (see [Table 1.9](#) on page 23), but each consists of a significant scholarly undertaking that is relevant to the candidate's field and requires synthesis of knowledge acquired throughout the program of study.

Capstone assessments are completed within the culminating courses listed in [Table 1.21](#) and candidate performance is reflected in the course grade. While methods of evaluation vary among programs, the minimum requirement, as with all advanced programs, is a grade of C or better while maintaining an overall GPA of 3.0. Reading (READ), Secondary Education (EDSC) and TESOL (TESL) require capstone assessment be completed at a level of 80% (B or better). Out of 133 candidates (unit-wide) that completed their culminating course in fall 2006, 99.8% received a grade of B or better. In spring 2007, 162 candidates completed the culminating course, with 99% receiving a grade of B or better. [Disaggregated results](#) present capstone course grades, pass rates, and GPA mean by program. Communicative Disorders (HCOM) candidates complete a set of graded competencies as their culminating experience. 100% of candidates passed all competencies in spring 07. Syllabi describing capstone assessments, scoring guides, and candidate examples are provided in each program's exhibit files.

### *Unit-Wide Program Surveys (Mid-point/Exit)*

Five items on the unit-wide surveys taken by all advanced program candidates address their perceived efficacy on statements concerning their development of professional and pedagogical knowledge and skills. Aggregate results as shown in [Table 1.21](#) suggest that high percentages of advanced program candidates agreed that their knowledge and skills were improving at mid-point in their programs. At program exit, responses remained consistently high indicating candidates leave our programs feeling more competent as professional educators and more capable of becoming leaders in their field.

**Table 1.21 Percent of Agree/Strongly Agree Responses on Unit-Wide Mid-Point and Exit Surveys for Questions Related to Pedagogical Content Knowledge**

Prof. and Pedagogical Knowledge questions:	Fall 2006		Spring 2007		Aggregate Results	
	Mid-point N=76	Exit* N=63	Mid-point N=168	Exit* N=172	Mid-point N=244	Exit N=235
As a graduate student/graduate in/of this program, I...						
...am improving (Mid-point)/ improved (Exit) my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.	(76) 100%	(49) 78%	(151) 90%	(154) 90%	(227) 93%	(203) 86%
...am becoming/am now better prepared to make informed decisions about problems that I face as a professional.	(69) 91%	(61) 97%	(160) 95%	(162) 94%	(229) 94%	(223) 95%
...am becoming/am now more able to identify needed change.	(75) 97%	(62) 98%	(162) 96%	(166) 97%	(237) 97%	(228) 97%
...am improving/improved my ability to influence decision-making.	(73) 96%	(60) 95%	(153) 91%	(161) 94%	(226) 93%	(221) 94%
...am beginning/feel qualified to accept leadership roles.	(72) 95%	(60) 95%	(157) 93%	(163) 95%	(229) 94%	(223) 95%

These results reflect responses from candidates both the advanced programs for teachers and other professional school personnel.  
 \*Open link to see the full set of [exit survey responses](#) disaggregated by program.

**Element 6: Disposition for all Candidates**

All education unit programs share a common set of five core dispositions that describe the behaviors and attitudes expected of professional education candidates. Developed in consultation with faculty, administration and various stakeholder groups, the [Unit Professional Disposition Statement](#) is based on the core values underlying the unit’s conceptual framework and encompasses several behavioral indicators within the three program outcomes (specifically Outcome 2 & 3). The five core dispositions in this statement form the basis for assessing candidate professional attitudes and behaviors as they matriculate through key transition points in their programs of study. The evidence to support this element in all programs is: application process assessments, course preparation and grades in courses related to disposition development, fieldwork and student teaching evaluations (initial programs) and results of program follow-up surveys.

***Application Process Elements***

Dispositions of potential candidates are assessed during the application process in ways that vary across programs as described in the [Transition Point Chart](#) (1.6.1). For example, letters of recommendation provide information on candidates’ professional behaviors and attitudes; letters of intent or autobiographies reveal candidates’ values and attitudes regarding teachers, students and education in general. (See Assessment System Document, [pp. 16 & 24](#) (1.0.2) for detailed descriptions.) In fall 2006 and spring 2007 all admitted applicants’ documents were approved by program coordinators, providing evidence that those accepted possessed the potential to be successful education candidates based on evaluation of disposition during the application process. Admission numbers are provided on the [Admissions Overview Chart](#) for initial programs and in [Table 1.6](#) for advanced programs.

All initial program candidates complete faculty interviews prior to admission. In 2003, a faculty committee redesigned the [interview process](#) for Elementary (EDEL) and Special Education (SPED) applicants (1.6.2). Applicants in these programs participate in group interviews and are rated on a set of tasks that assess dispositions related to attitudes, professionalism and collaborative problem-solving. Applicants must receive a score of seven (out of nine) to meet expectations. Those scoring below a seven are offered a second individual interview for evaluation, prior to admission decisions being made. Aggregate results for fall 2006 and spring 2007 provided in [Table 1.22](#) show that out of 351 applicants 99.4% met interview expectations with an aggregate average score of 8.91.

**Table 1.22 Admissions Interview Evaluation Scores for EDEL and SPED  
- Dispositions (Fall 2006 and Spring 2007)**

Program	Fall 2006				Spring 2007				Aggregate Results			
	N	No. & Percent of Scores >7		Avg. Score	N	No. & Percent of Scores >7		Avg. Score	N	No. & Percent of Scores >7		Avg. Score
EDEL	202	201	99.5%	8.92	114	114	100.0%	8.98	316	315	99.7%	8.94
SPED	10	9	90.0%	8.20	25	25	100.0%	8.80	35	34	97.1%	8.63
<b>Totals &amp; Avgs.</b>	<b>212</b>	<b>210</b>	<b>99.1%</b>	<b>8.88</b>	<b>139</b>	<b>139</b>	<b>100.0%</b>	<b>8.95</b>	<b>351</b>	<b>349</b>	<b>99.4%</b>	<b>8.91</b>

NOTE: Results above were calculated using a 9-point scale. A score of greater than 7 is considered acceptable.

In spring 2007, Secondary Education (EDSC) piloted a revised interview procedure that includes and rates questions specifically designed to evaluate applicant dispositions in nine categories. Each category is rated on a 3-point scale (3-exemplary; 2-acceptable, 1-inadequate). Of all applicants interviewed, an average of 66% received a rating of 3 (exemplary) in each of the nine disposition categories. See Exhibit 1.6.3 for [interview process materials](#) and [individual disposition ratings on specific questions](#).

***Course Preparation and Grades***

Faculty instructors in all programs model and encourage candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. Program Outcomes 2a-d state that as reflective and responsive practitioners candidates display dispositions demonstrating that they *promote diversity, engage in collaborative endeavors, think critically about their practice and make informed decisions*. In addition, Program Outcome 3a-c ensures that our candidates demonstrate they are caring and committed professionals who *are change-agents in their field and maintain ethical and professional standards as life-long learners*. Candidates are assessed on these outcomes through formal and informal measures in courses and field experiences to assure they are disposed to behave competently, skillfully, and with a solid commitment to fair and ethical behavior as described in the unit’s disposition statement and professional standards. This is illustrated through the [alignment of courses and related professional standards to the unit’s five core dispositions](#) for advanced programs.

In addition, select courses have been identified by program faculty as those that most focus on the development of the core dispositions necessary to meet program outcomes. These courses are designated on [Course Alignment Charts](#). Advanced program candidates must pass these courses with a grade of C or better, while maintaining an overall GPA of 3.0 or be subject to academic probation. Table 1.23 shows that the mean GPA in all advanced courses specifically related to the preparation of professional dispositions is well above the required overall 3.0 GPA. Course syllabi, assignment descriptions, scoring guides and work samples on key assignments can be found in each program’s exhibit files.

**Table 1.23 Mean GPA in Courses Specifically Related to the Disposition Elements**

Program (Teachers)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA	Program (Other)	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA
EDEL-T	282	3.40	341	3.52	EDAD	403	3.78	453	3.66
EDSC-T	63	3.74	102	3.88	HCOM	196	3.74	185	3.80
SCED-T	6	4.00	*	*	READ	157	3.77	149	3.79
SPED-T	358	3.50	328	3.54	TESL	121	3.66	107	3.55
<b>Sub-Totals</b>	<b>709</b>	<b>3.66</b>	<b>771</b>	<b>3.65</b>	<b>Sub-Totals</b>	<b>877</b>	<b>3.74</b>	<b>894</b>	<b>3.70</b>
<b>Unit Totals &amp; Averages</b>		<b>Fall 06: N = 1586</b>		<b>Mean GPA = 3.70</b>	<b>Spring 07: N = 1665</b>		<b>Mean GPA = 3.68</b>		

Courses aligned with related Program Outcomes, but not offered during these semesters are not included in these totals. [Disposition GPA Charts](#) by program show disaggregated totals of grades earned in specific courses.

Through carefully designed coursework, initial program candidates are provided multiple opportunities to demonstrate professional dispositions as developing professional educators. [Teaching Performance Expectations \(TPEs\)](#) 5, 7, 11, 12, and 13 address this element and specifically measure candidates abilities to: *engage and support all students (CSTP 1)*; *plan and design learning experiences (CSTP 4)*; *create effective learning environments (CSTP 2)*; and *develop as a professional (CSTP 6)*. The courses in each program that have primary responsibility for developing candidates’ proficiency on these TPEs are indicated on the [TPE Course Alignment Charts](#). All [syllabi](#) for these courses include the alignment of TPEs and program outcomes with course objectives and assignments. Candidates must pass these courses with a grade of B or better (graded courses) or a grade of Credit, which requires proficiency at a level of B or better. Average pass rates for courses primarily responsible for the development of professional dispositions for fall 2006 and spring 2007 are as follows: 99.8% (EDEL), 99.1% (EDSC), and 98.9% (SPED). [Disaggregated results](#) present pass rate percentages by course for each program. Course syllabi, assignment descriptions, scoring guides, and work samples on key assignments can be found in each program’s exhibit files.

***Fieldwork Evaluations***

Prior to student teaching, initial candidates must demonstrate appropriate professional dispositions through successful completion of a fieldwork course (EDEL 438; EDSC 440F; SPED 438). EDEL and SPED evaluate candidates on a common evaluation form. All items on the evaluation were specifically designed to measure the five core dispositions as described in the [Unit Disposition Statement](#) (see [alignment chart](#)). Evaluation of EDSC candidates’ fieldwork performance is assessed on TPEs at mid-point, and a narrative form at end. Candidate performance in all programs is rated on a 4 point scale (1=unacceptable; 2=developing; 3=acceptable; 4=exemplary). Candidates must receive passing scores (average 2.0 or better) on their fieldwork evaluations to progress into student teaching courses. [Fieldwork evaluation forms](#) are provided in Exhibit 1.4.1.

Candidates must demonstrate that they are developing appropriate dispositions (score of 2.0 or greater) to be recommended for student teaching. Table 1.24 presents the results for all fieldwork items as aligned with the five disposition categories. Results attest to the positive demonstration of dispositions by candidates in the field, showing that that both master teachers and supervisors rate nearly all candidates as acceptable or exemplary (average mean 3.51-3.65).

**Table 1.24 EDEL Fieldwork Evaluation Results – Dispositions (Fall 2006 and Spring 2007)**

Fieldwork evaluation ratings that provide evidence for meeting the Unit Disposition Expectations (# of items rated out of 12)	Fall 2006				Spring 2007			
	Master Teacher N=248		Supervisor N=244		Master Teacher N=162		Supervisor N=162	
	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating	3 and 4 Ratings	Avg. Rating
Promote Diversity (1)	97.6	3.74	97.1	3.49	99.4	3.72	99.4	3.56
Engage in Collaborative Endeavors (3)	94.2	3.65	96.3	3.57	92.5	3.58	97.9	3.53
Think Critically (1)	92.3	3.54	95.5	3.49	90.8	3.48	96.9	3.48
Maintain Professional & Ethical Standards (5)	96.2	3.73	97.4	3.62	95.6	3.61	98.7	3.57
Value Life-Long Learning (2)	93.5	3.61	95.7	3.56	91.0	3.53	92.3	3.39
<b>Average</b>	<b>94.8</b>	<b>3.65</b>	<b>96.4</b>	<b>3.55</b>	<b>93.9</b>	<b>3.58</b>	<b>97.0</b>	<b>3.51</b>

**Ratings:** 4 - Exemplary 3 - Acceptable 2 - Developing 1 – Unacceptable **Passing Scores** - Avg. Rating for Candidate >=2.0  
**N** - Number of evaluation responses (out of a possible 248 for Fall, 162 for Spring). Four supervisor responses were not received.  
 See [disaggregated results](#) for responses to individual questions by semester.

### ***Student Teaching Evaluations***

As student teachers, candidates are expected to exhibit behaviors and attitudes that demonstrate professional dispositions in working with students, parents and communities as professional educators. Out of the 13 TPEs evaluated at the conclusion of both initial and final student teaching placements, five specifically address candidate ability to demonstrate appropriate dispositions to: *ensure active and equitable participation (TPE 5); teach English Learners (TPE 7), create a positive climate for learning (TPE 11); honor professional, legal and ethical obligations; and promote personal professional growth (TPE 12)*. The overall scores in Table 1.25 reveal that in fall 2006 an average 87.2% of EDEL candidates received ratings at a level of *skilled or distinguished* by both master teachers and supervisors across all five TPEs. The percent of skilled and distinguished ratings rose between fall and spring semester (average 92% in spring), indicating an increase in skills over time. While candidates' scores on TPE 7: *Teaching English Learners* placed them on average above the level of *skilled*, this item received the lowest mean ratings overall. Based on high interview and fieldwork ratings for accepting and promoting diversity (see [Table 1.24](#)), this drop is more likely attributed to skill development rather than negative disposition. Development in the skills associated with TPE 7 is being addressed as discussed on page 32).

**Table 1.25 EDEL Student Teaching Evaluation Results - Dispositions (Fall 2006 and Spring 2007)**

TPE	Fall 2006						Spring 2007					
	Master Teacher			Supervisor			Master Teacher			Supervisor		
	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating
5: Student Engagement	202	86.6	3.33	203	89.6	3.33	333	90.0	3.38	333	95.2	3.51
7: Teaching English Learners	167	82.6	3.22	159	86.2	3.03	292	90.5	3.34	289	89.6	3.21
11: Social Environment	202	90.1	3.38	203	91.1	3.35	333	92.5	3.46	333	95.2	3.52
12: Prof. Legal, and Ethical Obligations	196	88.2	3.45	194	85.1	3.14	329	94.8	3.58	331	89.4	3.33
13: Prof. Growth	196	88.3	3.43	196	84.2	3.20	327	93.3	3.52	332	89.5	3.32
<b>Avg.</b>	---	<b>87.2</b>	<b>3.36</b>	---	<b>87.2</b>	<b>3.21</b>	---	<b>92.2</b>	<b>3.46</b>	---	<b>91.8</b>	<b>3.38</b>
<b>Overall Averages</b>	<b>F06</b>	<b>%3 and 4 ratings = 87.2% Average rating = 3.29</b>				<b>SP07</b>	<b>%3 and 4 ratings = 92% Average rating = 3.42</b>					

Ratings: 4 - Distinguished 3 - Skilled 2 - Basic 1 - Unacceptable

N - Number of evaluation responses for a given TPE (out of a possible 203 for Fall, 333 for Spring). Variances in N among TPEs are due to differences in numbers of "No Evidence" responses, which are not included in N totals or % calculations. (See [Student Teaching Summary Report \(Tab D\)](#) for disaggregated results and overall summaries for TPEs 5-7, and 11-13).

Overall student teaching results for meeting the TPEs are provided for [EDSC](#) and [SPED](#) and include those related to dispositions.

### ***Follow-up Surveys –Initial Programs***

[Items on the CSU Exit Survey](#) related to the development of professional dispositions ask program completers to rate *how prepared they feel as a beginning teacher* to adhere to principles of educational equity, work collaboratively on school issues with other teachers to evaluate and reflect on their own teaching and seek assistance for professional growth. [Table 1.26](#) shows each program's average ratings (from 0 to 3) and the percent of candidates responding that they were *well or adequately prepared*. Overall, a high percentage (87.1-98.5%) of exiting candidates expressed satisfaction with their preparation to be reflective educators that are committed to promoting equity and active agents in their own professional growth. [Disaggregated results](#) provide responses to individual survey questions by program.



**Table 1.26 Exit Survey Average Responses and Percentages (2004-05) - Dispositions (D)**

EDEL (D - 3 out of 45 items)			EDSC (D - 6 out of 41 items)			SPED (D - 5 out of 55 items)		
Average N = 160			Average N = 56			Average N = 45		
Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response
98.5%	1.5%	2.79	87.1%	12.9%	2.36	92.5%	7.5%	2.58

Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared

NOTE: **Average N** values represent average number of actual responses received for each set of questions. Cannot Answer/No Response (non-response) results are not included in calculations, as they do not describe effectiveness of candidate preparation.

[One of the 24 common questions](#) on the CSU Year-out survey asks teaching graduates and employers to rate how prepared they were to adhere to principles of educational equity. Table 1.27 shows the average ratings and responses on this question for CSU Fullerton graduates compared to graduates from all 23 CSU campuses for the same year. Graduate teacher responses indicate they perceived themselves as having developed the necessary dispositions and skills to provide equitable educational opportunities for their students (84-95%).

**Table 1.27 2006 CSU Systemwide Evaluation Average Responses and Percentages of 2004-05 Program Completers - Dispositions (D - 1 of 24 items)**

RESPONDENTS:	EDEL						EDSC						SPED					
	CSUF Avg. N: Grads. - 133 Supvs. - 54			CSU System Avg. N: Grads. - 1800 Supvs. - 1079			CSUF Avg. N: Grads. - 71 Supvs. - 33			CSU System Avg. N: Grads. - 970 Supvs. - 497			CSUF Avg. N: Grads. - 38 Supvs. - 19			CSU System Avg. N: Grads. - 438 Supvs. - 266		
	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR
<b>Grads.</b>	95%	5%	2.53	83%	17%	2.25	90%	10%	2.38	81%	19%	2.22	84%	16%	2.39	85%	15%	2.33
<b>Supvs.</b>	96%	4%	2.52	86%	14%	2.31	91%	9%	2.64	88%	12%	2.42	89%	11%	2.37	87%	13%	2.39

Ratings: **WA** - Well/Adequately prepared **SN** - Somewhat/Not at all prepared **AR** - Average Response

Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared

NOTE: **Avg. N** values represent average number of actual responses received for each set of questions. Don't Know/No Response (non-response) results are not included in calculations, as they do not describe effectiveness of candidate preparation.

Supervisor responses support these ratings based on observations of equitable practice (89-96%). EDEL and EDSC teachers and employers ratings were both significantly above the average of teaching graduates systemwide. SPED teachers were above, and employer ratings near equal, to the systemwide mean. Responses to individual questions are presented [disaggregated by program](#).

***Unit-Wide Program Surveys (Mid-point/Exit)—Advanced Programs***

Four items on the unit-wide surveys taken by all advanced program candidates address their perceived efficacy on statements concerning their development of professional dispositions. Aggregate results as shown in [Table 1.28](#) reveal very high percentages of candidates at mid-point strongly agreed that their program was assisting them in the development of dispositions that would serve them as reflective and responsive practitioners (93-96%). At program exit, percentages remained very high indicating their agreement that they had been well prepared through their program of study and were exiting more competent in the areas rated (92-99%).



**Table 1.28 Percentages of Agree/Strongly Agree Responses on Unit-Wide Mid-Point and Exit Surveys for Questions Related to the Unit’s Five Core Dispositions**

Disposition questions:	Fall 2006		Spring 2007		Aggregate Results	
	Mid-Point N=76	Exit* N=63	Mid-Point N=168	Exit* N=172	Mid-Point N=244	Exit N=235
As a graduate student/graduate in/of this program, I ...						
...am improving (mid-point)/improved (exit) my ability to collaborate with other professionals in school settings.	(72) 95%	(59) 94%	(159) 95%	(165) 96%	(231) 95%	(224) 96%
...am increasing/increased my ability to promote equity and diversity.	(71) 93%	(56) 89%	(156) 93%	(164) 95%	(227) 93%	(220) 92%
... continue to be motivated/will continue to seek professional growth opportunities.	(75) 99%	(63) 100%	(161) 96%	(169) 98%	(236) 98%	(232) 99%
...am improving/have improved my ability to be a reflective practitioner	(75) 99%	(61) 97%	(166) 99%	(165) 96%	(241) 99%	(302) 97%

These results reflect responses from candidates both the advanced programs for teachers and other professional school personnel. \*Open link to see the full set of [exit survey responses](#) disaggregated by program.

Each program has a policy or procedure for dealing with faculty or school partners’ concerns about candidates’ dispositions. All initial programs follow procedures as outlined in [Policy One](#). Policy One is presented in program handbooks and provides guidelines for candidate grievance procedures (Program handbooks are available with Standard 3 materials in the Exhibit Room). This policy was originally developed by the Credential Programs Committee in 2002 and revised in December 2006. Efforts toward additional revision to adequately reflect the five core categories in [Unit Disposition Statement](#) are currently being discussed. Advanced programs differ in their approaches to handling disposition concerns. Program Chairs, Coordinators and faculty are responsible for ensuring that candidates know and understand specific procedures, including [university grievance policies](#).

**Element 7: Student Learning for Teacher Candidates**

Student learning is a critical focus of the education unit’s conceptual framework. All program outcomes reflect the knowledge, skills and dispositions candidates must possess to positively impact student learning. However, Program Outcomes 1b, 2a, and 2b have been identified as addressing critical components essential for contributing to optimum learning opportunities for all students. These outcomes state that candidates must demonstrate ability to: *promote diversity* through effectively assessing the needs of all students; *make informed decisions* as a result of assessment and analysis; and *implement appropriate pedagogical skills* to meet identified needs. The evidence to support this element includes: course preparation and grades in courses related to the development of knowledge, skills, and dispositions for exerting a positive impact on student learning, capstone assessments, student teaching evaluations, and results of program follow-up surveys.

***Course Preparation and Grades***

In programs for the initial preparation of teachers, P-12 student learning is addressed throughout program coursework and field experiences. The knowledge, skills, and dispositions to support the learning of all students are specifically addressed in the [Teaching Performance Expectations \(TPEs\)](#), which are aligned with all course objectives and assignment on [course syllabi](#). Candidates develop the ability to accurately *assess and analyze student learning (TPE 3)*, *make appropriate adjustment to instruction (TPE 6)*, and *positively affect the learning of all students, including English learners (TPE 7, 8)*. The courses in each program that have primary responsibility for developing candidates’ proficiency on these TPEs are indicated on the [TPE Course Alignment Charts](#). Candidates must pass these courses with a grade of B or better (graded courses) or a grade of Credit, which requires proficiency at a level of B or better. Average pass rates for courses primarily responsible for the development of knowledge, skills and disposition essential to facilitate student learning for fall 2006 and spring 2007 are as follows: 99.9% (EDEL), 99.1% (EDSC), and

98.9% (SPED). [Disaggregated results](#) present pass rate percentages by course for each program. Course syllabi, assignment descriptions, scoring guides, and work samples on key assignments can be found in each program's exhibit files.

### ***Capstone Assessments***

In courses throughout their program of study, initial program candidates work on the production of capstone assessments that demonstrate their ability to meet the TPEs specifically associated with student learning (i.e., methods course signature assignments (EDEL), Teaching Performance Assessments (TPA) (EDSC), and culminating portfolio (SPED) (as described in Element 3, p. 25).

EDEL candidates complete case studies as signature assignments in reading (EDEL 433) and math (EDEL 435) methods courses. In these assignments, candidates design and implement diagnostic assessments that require them to learn about students' backgrounds and prior knowledge (TPE 8), implement and analyze assessment protocols (TPE 3), and plan instruction to meet student needs based on assessment results (TPE 6), including the needs of English learners (TPE 7). Assignments are scored on rubrics using a common 4 point scale. Candidates must receive a score of 3 (skilled) or better ([descriptions of assignments and scoring rubrics](#) are provided in Exhibit 1.3.1.) In fall 2006 and spring 2007 an average 99.5% of candidates scored at skilled (3) or above on assignments in both EDEL 433 (Reading; N=348) and EDEL 435 (Math; N=313). [Results, disaggregated by semester](#), are available in Exhibit 1.3.2.

EDSC candidates complete [Teaching Performance Assessments \(TPA\)](#) Task 2 and 3 in EDSC 460: *Teaching Assessment Seminar*. In these assessments candidates demonstrate their ability to design and use appropriate assessments to identify students' characteristics and learning needs (TPE 3, 8) and plan instruction and adaptations for those specific students based on assessment results, including the needs of English learners (TPE 6, 7). Tasks are blind scored by at least two trained assessors on a common 4 point rubric and candidates must pass each task with an average score at Level 3. From spring 2005 through fall 2006, 423 candidates in 11 subject areas completed Task 2 and 417 completed Task 3. The average percent of candidates passing each task at a Level 3 or 4 was 96% (Task 2) and 95% (Task 3). The [TPA Result Charts](#) show ratings and pass rates for each task, disaggregated by subject area.

SPED candidates must meet specific requirements developed to demonstrate proficiency on the Common Core standards as defined by the Council of Exceptional Children (CEC), including standards related to pedagogical content knowledge. Candidates provide evidence through the cumulative development of a field experience portfolio: instructional plans that include the appropriate use of assessments to identify student needs (TPE 3, 8) and the planning of instruction to meet the needs identified, including needs of English learners (TPE 6, 7). Candidates must be assessed as making satisfactory progress on portfolio requirements by both the master teacher and university supervisor in all fieldwork and student teaching experiences. In fall 2006 and spring 2007, 95% of candidate portfolios were [assessed as making satisfactory progress](#).

### ***Student Teaching Evaluations***

Candidates' direct impact on student learning is assessed during initial and final student teaching placements. As noted, student learning is specifically targeted by TPEs 3, 6, 7, and 8. The overall scores on these TPEs as presented in [Table 1.29](#) show in fall 2006 a high percentage of EDEL candidates received ratings at a level of *skilled or above* by both master teachers and supervisors on all four TPEs (average 86.9%). This number rose to 91.2% on spring 2007 evaluations. Candidate

scores on using appropriate teaching practices is consistently high 85-94.9%, which speaks to positive impact on student learning, however use of assessment means were lower than others. Support in this area is being offered as described in Element 3, page 25).

**Table 1.29 EDEL Student Teaching Evaluation Results – Student Learning (Fall 2006 and Spring 2007)**

TPE	Fall 2006						Spring 2007					
	Master Teacher			Supervisor			Master Teacher			Supervisor		
	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating	N	% 3 and 4 Ratings	Avg. Rating
3: Use of Assessment	200	85.0	3.22	201	80.6	3.01	325	87.7	3.30	333	86.2	3.15
6: Appropriate Teaching Practices	203	85.7	3.36	203	90.7	3.27	333	94.9	3.48	333	92.4	3.42
7: Teaching English Learners	167	82.6	3.22	159	86.2	3.03	292	90.5	3.34	289	89.6	3.21
8: Learning About Students	203	92.6	3.46	202	94.0	3.39	331	94.5	3.56	333	94.3	3.46
<b>Avg. %</b>	---	<b>86.5</b>	<b>3.32</b>	---	<b>87.9</b>	<b>3.18</b>	---	<b>91.9</b>	<b>3.42</b>	---	<b>90.6</b>	<b>3.31</b>
<b>Overall Averages</b>	<b>F06</b>	<b>%3 and 4 ratings = 86.9% Average rating = 3.25</b>					<b>SP07</b>	<b>%3 and 4 ratings = 91.2% Average rating = 3.37</b>				

Ratings: 4 - Distinguished 3 - Skilled 2 - Basic 1 – Unacceptable

N - Number of evaluation responses for a given TPE (out of a possible 203 for Fall, 333 for Spring). Variances in N among TPEs are due to differences in numbers of “No Evidence” responses, which are not included in N totals or % calculations. (See [Student Teaching Summary Report \(Tab SL\)](#) for disaggregated results and overall summaries for TPEs 7-8, and 11-12).

Overall student teaching results for meeting the TPEs are provided for [EDSC](#) and [SPED](#) and include those related to dispositions.

***CSU Follow-up Survey Results***

[Items on the CSU Exit Survey](#) also provide information regarding impact on student learning, asking program completers to rate *how prepared they feel as a beginning teacher* to (for example): monitor student progress using formal and informal assessment methods; promote the academic skills of students at different levels of proficiency; and assess progress through analysis of performance evidence. Results presented on Table 1.30 show candidates in all programs expressed high satisfaction with their preparation to use assessments to positively impact student learning (average 88.8-97.3%). Responses to individual survey questions by program are provided in [disaggregated results](#).

**Table 1.30 2006 Exit Survey Average Responses and Percentages (2004-05) – Student Learning (SL)**

EDEL (SL - 4 out of 45 items)			EDSC (SL - 4 out of 41 items)			SPED (SL - 8 out of 55 items)		
Average N = 158			Average N = 55			Average N = 44		
Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response	Well or Adequately Prepared	Somewhat or Not At All Prepared	Average Response
<b>97.3%</b>	<b>2.7%</b>	<b>2.73</b>	<b>96.4%</b>	<b>3.6%</b>	<b>2.66</b>	<b>88.8%</b>	<b>11.2%</b>	<b>2.54</b>

Rating scale: 3 - Well-prepared 2 - Adequately prepared 1 - Somewhat prepared 0 - Not at all prepared

NOTE: **Average N** values represent average number of actual responses received for each set of questions. Cannot Answer/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

[Three of the 24 common questions](#) on the CSU Year-out survey of teaching graduates and their employment supervisors specifically relate to student learning. [Table 1.31](#) shows the average ratings and responses on these three questions for CSU Fullerton graduates compared to graduates from all 23 CSU campuses for the same year. Responses show that a majority of first year teachers perceived themselves as better than adequately prepared to use assessments and plan effective instruction that positively impacts student learning. (AR= 2.10-2-39). Responses of candidate

performance by employment supervisors rated them as better prepared than candidates self-perceptions (AR=2.20-2.47). EDEL and EDSC teachers and employers ratings were both significantly above the average of teaching graduates systemwide. SPED teachers' average was also above the systemwide mean and employer ratings were nearly equal. [Disaggregated results](#) provide responses to individual questions for each program.

**Table 1.31 2006 CSU Systemwide Evaluation Average Responses and Percentages of 2004-05 Program Completers - Student Learning (SL - 3 of 24 items)**

RESPOND- ENTS:  Graduates and Super- visors	EDEL						EDSC						SPED					
	CSUF Avg. N: Grads. - 132 Supvs. - 53			CSU System Avg. N: Grads. - 1798 Supvs. - 1091			CSUF Avg. N: Grads. - 71 Supvs. - 32			CSU System Avg. N: Grads. - 964 Supvs. - 503			CSUF Avg. N: Grads. - 37 Supvs. - 20			CSU System Avg. N: Grads. - 435 Supvs. - 264		
	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR	WA	SN	AR
Grads.	87%	13%	2.37	77%	23%	2.10	88%	12%	2.39	78%	22%	2.13	81%	19%	2.20	77%	23%	2.13
Supvs.	90%	10%	2.37	82%	18%	2.20	92%	8%	2.47	82%	18%	2.24	81%	19%	2.39	85%	15%	2.34

Ratings: **WA** - Well/Adequately prepared **SN** - Somewhat/Not at all prepared **AR** - Average Response  
 Rating scale: **3** - Well-prepared **2** - Adequately prepared **1** - Somewhat prepared **0** - Not at all prepared  
 NOTE: **Avg. N** values represent average number of actual responses received for each set of questions. Don't Know/No Response (non-response) results are NOT included in calculations, as they do not describe effectiveness of candidate preparation.

**Element 8: Student Learning for Other Professional School Personnel (And Continuing Preparation of Teachers)**

The evidence to support this element in advanced programs for teachers includes: course preparation and grades in courses related to the development of knowledge, skills, and dispositions for exerting a positive impact on student learning, results of the unit-wide diversity assignment, and results from the education unit's mid-point and exit survey items related to student learning.

***Course preparation and grades***

Courses in advanced programs for teachers and other school personnel focus on student learning in a variety of contexts. In coursework, continuing teachers learn about assessment and the development of meaningful learning experiences for students. Candidates in courses for other professional school personnel learn about establishing environments that support student learning and strategies for improving student learning in schools. All programs offer field components that provide opportunities for candidates to connect theory with practice under the guidance of faculty and/or site supervisors. Program Outcomes 1b, 2a, and 2b, have been identified as addressing critical components essential for contributing to optimum learning opportunities for all students. These outcomes require candidates to demonstrate ability to use assessment as a tool to make *informed decisions*, and *promote diversity through applying strategies* that improve student learning for all students. The courses in each advanced program that work to enhance candidates' abilities to reach the required levels of proficiency for meeting program outcomes and professional standards are indicated on the [Course Alignment Charts](#) provided in Exhibit 1.2.1. Candidates must pass these courses with a grade of C or better, while maintaining an overall GPA of 3.0, or be subject to academic probation. [Table 1.32](#) shows that the mean GPA in all courses specifically related to the preparation of knowledge and skills related to the improvement of student learning were well above the required overall 3.0 GPA. Course syllabi, assignment descriptions, scoring guides and work samples on key assessments can be found in each program's exhibit files.

**Table 1.32 Mean GPA in Courses Specifically Related to Student Learning Program Preparation**

Program	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA	Program	N	Fall 06 Mean GPA	N	Spring 07 Mean GPA
EDEL-T	299	3.40	256	3.56	EDAD	338	3.78	368	3.63
EDSC-T	30	3.85	57	3.79	HCOM	175	3.72	162	3.77
SCED-T	6	4.00	5	3.93	READ	140	3.79	138	3.74
SPED-T	392	3.50	382	3.55	TESL	111	3.77	88	3.67
<b>Sub-Totals</b>	<b>693</b>	<b>3.69</b>	<b>646</b>	<b>3.71</b>	<b>Sub-Totals</b>	<b>764</b>	<b>3.77</b>	<b>756</b>	<b>3.70</b>
<b>Unit Totals &amp; Averages</b>		<b>Fall 06:</b>	<b>N = 1491</b>	<b>Mean GPA = 3.73</b>	<b>Spring 07:</b>	<b>N = 1456</b>	<b>Mean GPA = 3.71</b>		

Courses aligned with related Program Outcomes, but not offered during these semesters are not included in these totals. [Student Learning GPA Charts](#) by program show disaggregated totals of grades earned in specific courses.

### Unit-Wide Diversity Assignment

Each advanced program has designated a particular course in its curriculum sequence to include a field experience assignment that candidates must complete with a population that is ethnically/culturally/linguistically/ability-wise different from them. Specific assignments differ across programs, but consistency is provided within programs as instructors in all sections of the course within a program use the same assignment and scoring guide for all candidates. Each program has defined a policy and procedure for administering these assignments, including purpose, description of assignment and scoring guide, and criteria for passing. Candidates are provided the policy and procedure information and the scoring guide prior to completing the assignment. Table 1.33 outlines the types of assignments used in each advanced program both for continuing teachers and other school personnel. Exhibit 1.8.1 provides [each program's policy and procedure document](#) for the unit-wide diversity assignment, including full assignment description and scoring guide. Student work samples can be found with course syllabi in each program's exhibit files.

**Table 1.33 Description of Unit-Wide Diversity Assignment by Program**

Program/Course	Type of Assignment	Assignment Description
EDEL-T (EDEL 529)	Case Study: How Students Learn	Collect and analyze data on the learning needs of students from a diverse population. Include instructional recommendations to meet learning needs.
EDSC-T (EDSC 540)	Action Plan	Research a diverse culture and identify unique learning needs. Create an action plan to improve the learning environment for diverse student populations.
SPED-T (SPED 529)	Assessment Analysis	Assess learning needs of diverse student populations. Design instruction including accommodations and modification to meet students' needs.
SCED-T (SCED 554)	Cultural Investigation in Science Learning	Research the question: How do diverse populations learn science? Write a report based on the results of research, including recommendations for instruction.
EDAD 505	Program Analysis: Student Diversity	Determine school program's effectiveness of meeting the instructional needs of students. Include recommendations for improving learning at the school.
READ 560	Qualitative Case Study	Assess, observe and interview 2 <sup>nd</sup> language learners. Analyze findings, draw conclusions and implications for instruction.
HCOM 490	Diagnostic Report	Assess a student from a diverse population and determine instructional recommendations for improving student learning.
TESOL 596	Fieldwork Teaching Assignment: Unit Plan	Teach unit lessons to a diverse population, include assessments of student learning. Have supervisor observe teaching, reflect on teaching effectiveness for meeting student learning needs.

The term "diverse population" refers to a population ethnically/culturally/linguistically/ability-wise different from the candidate.

While diversity assignments across programs use different scoring guides and pass rates may differ, all unit candidates must pass with a minimum 75% proficiency. Results in [Table 1.34](#) show 97.7-100% of advanced candidates unit-wide met expectations on the diversity assignment. (See results [disaggregated by program](#)).



**Table 1.34 Unit-Wide Diversity Assessment Results Aggregated by Program Type and Unit**

Programs	Fall 2006		Spring 2007		Summer 2007	
	Met Expectations	Did not meet Expectations	Met Expectations	Did not meet Expectations	Met Expectations	Did not meet Expectations
Advanced for Teachers	53 (99%)	1 (1%)	75 (99%)	1 (1%)	36 (100%)	0 (0%)
Advanced for Other Professional School Personnel	52 (96.3%)	3 (3.7%)	62 (99%)	1 (1%)	*	*
<b>Unit Totals</b>	<b>105 (97.7%)</b>	<b>4 (2.3%)</b>	<b>137 (99%)</b>	<b>2 (1%)</b>	<b>36 (100%)</b>	<b>0 (0%)</b>

***Unit-Wide Program Surveys (Mid-point/Exit)***

Two items on the unit-wide surveys taken by all advanced program candidates address their perceived efficacy on statements concerning their development of professional dispositions. Aggregate results as shown in Table 1.35 indicate that very high percentages of candidates at mid-point strongly agreed that their program was assisting them in the development of dispositions that would serve them as reflective and responsive practitioners (93-96%). At program exit percentages remained very high indicating candidate agreement that they had been well prepared through their program of study and were exiting more competent in the disposition areas rated (92-99%).

**Table 1.35 Percentages of Agree/Strongly Agree Responses on Unit-Wide Mid-Point and Exit Surveys for Questions Related to Student Learning**

Disposition questions:	Fall 2006		Spring 2007		Aggregate Results	
	Mid-Point N=76	Exit* N=63	Mid-Point N=168	Exit* N=172	Mid-Point N=244	Exit N=235
As a graduate student/graduate in/of this program, I ...						
...am improving (mid-point)/improved (exit) my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.	(76) 100%	(49) 78%	(151) 90%	(154) 90%	(227) 95%	(203) 84%
...am increasing/increased my ability to promote equity and diversity.	(71) 93%	(56) 89%	(156) 93%	(164) 95%	(227) 93%	(220) 92%

These results reflect responses from candidates both the advanced programs for teachers and other professional school personnel. \*Open link to see the full set of [exit survey responses](#) disaggregated by program.

Based on faculty feedback, these surveys are currently under revision to include additional questions that measure program outcomes and professional standards as specifically linked improving student learning.

**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 unit and its programs.*

**CCTC COMMON STANDARD 2: Unit and Program Evaluation System**

**CCTC COMMON STANDARD 5: Admissions**

The education unit at California State University, Fullerton (CSUF) has historically made program improvements based on a robust cycle of data collection and analysis, including candidate assessment data used to track candidates’ movement through programs from admission to exit. Until recently, individual programs and the stakeholder groups with whom they work designed, implemented and monitored program assessment. While maintaining the integrity of individual programs, the processes and procedures used for assessment have undergone major revision since the School of Education was established as its own college in 2004. The establishment of the College of Education (COE) required significant restructuring of the College of Human Development and Community Service which formerly housed the School of Education. This restructuring included the hiring of a COE dean and associate dean, the reorganization of staff, the



building of new stakeholder groups, and the design of new operational processes and procedures for the departments and programs housed within the COE.

As a part of this restructuring effort, the COE has worked to develop an assessment system that best suits the college, the education unit, and meets the directives of changes made to NCATE standards since 2001. What has evolved as a result of this effort is a comprehensive system of assessment that coordinates a decentralized approach, allowing programs to agree on and make decisions regarding assessments particular to their specific program goals, with a centralized unit-wide approach that allows for the aggregation and summary of assessment data across programs. The development of this system was a collaborative effort and included significant input from a variety of stakeholder groups at both the unit and program levels. The system is currently operational, with some components completely functional and others still in pilot and refinement stages. Efficiency and effectiveness of the system is consistently monitored as implementation continues, and adjustments are made as needs are identified.

## **Element 1: Assessment System**

### ***System Design and Development***

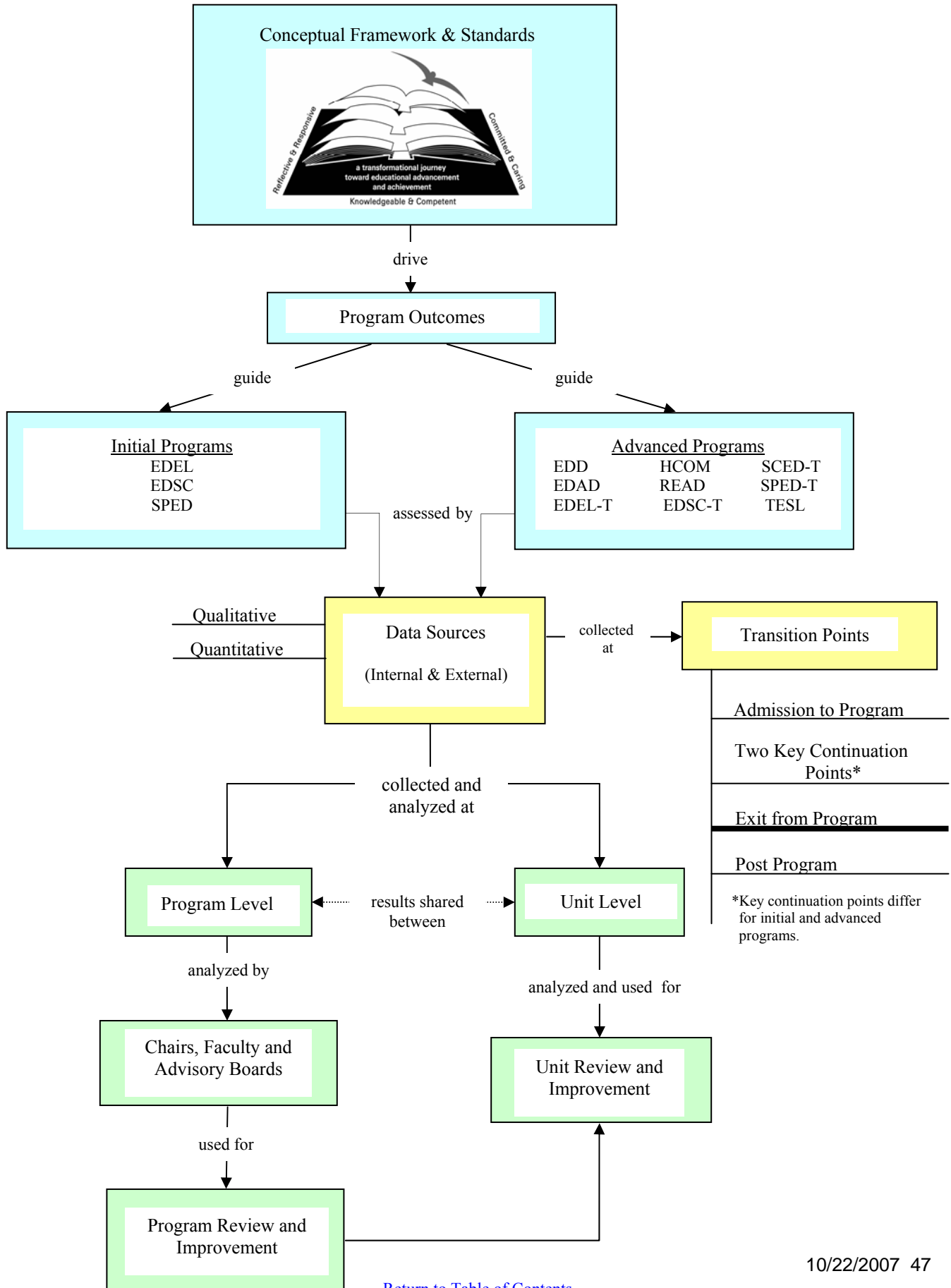
The assessment system for the unit reflects a comprehensive system that ensures programs meet [university goals](#) while responding to unit, state and professional standards. The design and development of the system was a collaborative process involving college administration, faculty, and other stakeholders in the unit and unit programs. Specifically, the associate dean took the lead in the development of the [conceptual framework](#) upon which the assessment system is based, and the assessment coordinator led in the development of the overall structure of the system. Both worked together, with consistent input from the dean, chairs, and program faculty. At various stages of development, parts of the system were presented to [stakeholder groups](#) at both the unit and program levels for review and feedback (2.1.1). All suggestions were considered, and many were incorporated in the system as it stands today (See [Figure 2.1](#)).

The general design of the Unit Assessment System consists of three major operational components (identified in blue, yellow, and green in Figure 2.1). Together these components represent the flow of data collection and analysis including how the system works to close the assessment loop by using results to determine strengths and weaknesses for program and unit improvement. As designed, the system supports on-going data-driven program reviews and unit studies that examine: (1) alignment of curriculum, instruction, and assessment with unit, state, and professional standards, (2) efficacy of courses, field experiences, and programs, (3) candidate's development of content knowledge, skills and dispositions that lead to effective student learning or school leadership, and (4) effectiveness of programs and unit operations.

A description of the system components and operational context follows the presentation of Figure 2.1.

# Education Unit Assessment System

Figure 2.1



### ***Assessment of the Conceptual Framework and Program Outcomes***

The education unit assessment system is designed with the conceptual framework serving as the foundation for specific outcomes that guide the operation of all initial and advanced programs in the unit (refer to blue sections of [Figure 2.1](#)). Three program outcomes provide benchmarks for the assessment of candidate knowledge, skills, and dispositions, ensuring that candidates complete our programs as:

#### **Program Outcome 1: Knowledgeable and Competent Specialists**

- a) demonstrate strong foundation in subject matter knowledge or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) demonstrate ability to use technology as a resource

#### **Program Outcome 2: Reflective and Responsive Practitioners**

- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

#### **Program Outcome 3: Committed and Caring Professionals**

- a) become change agents
- b) maintain professional and ethical standards
- c) become life-long learners

These program outcomes are derived directly from the [unit mission statement](#) and reflect the overall theme and elements of the conceptual framework. The outcomes have been aligned with state and national professional standards appropriate to each program. Such alignment ensures that assessments of candidate competence for meeting outcomes identified by the unit also serve to demonstrate the mastery of proficiencies articulated by the professional organizations that guide their specific programs of study. [Table 2.1](#) outlines the alignment between program outcomes, professional standards, and the measurement of knowledge, skills, and dispositions as defined by NCATE standards for initial programs (2.1.2). See the [Advanced Program Alignment Matrices](#) for the alignment of program outcomes and professional standards for each of the unit's advanced programs (2.1.3).

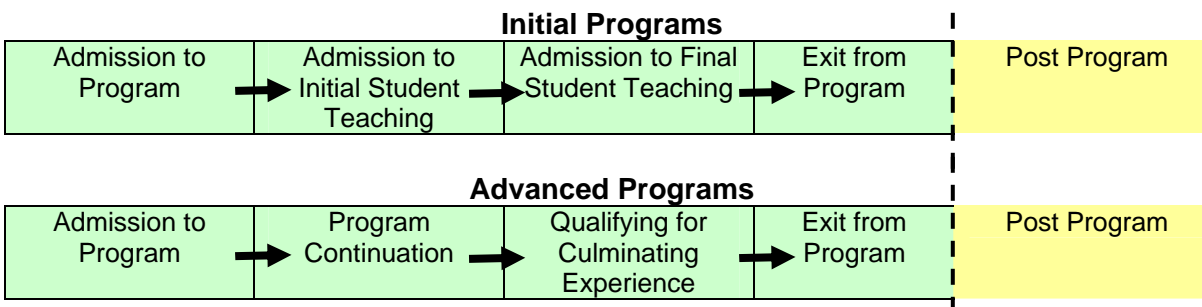
The education unit assessment system assures that a variety of assessment data are collected and analyzed to ascertain whether candidates meet program outcomes and professional standard expectations. Course assessments are included as one type of evidence for evaluating candidate performance. To ensure that course assessments measure candidate proficiency in relationship to program outcomes and professional standards, course objectives have been aligned with professional standards and program outcomes on every [syllabus](#) for all required courses within each program (as of fall 2007). (Syllabi can also be found in each program's files in the Exhibit Room).

**Table 2.1 Conceptual Framework Outcomes and Standards Alignment –Initial Programs**

Conceptual Framework Program Outcomes	Knowledge, Skills, Dispositions	Elementary & Bilingual Education (EDEL)	Secondary Education (EDSC)	Special Education (SPED)
		Credential— Teacher Performance Expectations (TPE)	Credential— Teacher Performance Expectations (TPE)	Credential—Teacher Performance Expectations (TPE) & Council for Exceptional Children (CEC)
<b>1. KNOWLEDGEABLE &amp; COMPETENT EDUCATORS</b>				
a) Demonstrate a strong foundation in subject matter knowledge or field of study	K	TPE 1A, 7, 9	TPE 1B, 7, 9	TPE 1A, 7, 9 CC 1, 2, 3, 4
b) Demonstrate strong understanding and implementation of pedagogical skills or skills in their field	S	TPE 3, 4, 5, 6A/B, 7, 9, 10	TPE 3, 4, 5, 6B/C, 7, 9, 10	TPE 3, 4, 5, 6A/B/C, 10 CC 4., 5, 7
c) Demonstrate ability to use technology as a resource	S	TPE 2, 4, 9	TPE 2, 4, 9	TPE 2, 4, 9 CC 6
<b>2. REFLECTIVE &amp; RESPONSIVE PRACTITIONERS</b>				
a) Promote diversity	K, S, D	TPE 5, 7, 11	TPE 5, 7, 11	TPE 5, 7, 11 CC 3, 5, 6, 9
b) Make informed decisions	K, S, D	TPE 2, 3, 7, 8, 13	TPE 2, 3, 7, 8, 13	TPE 2, 3, 7, 8,13 CC 7, 8
c) Engage in collaborative endeavors	D	TPE 13	TPE 13	TPE 13 CC 5, 10
d) Think critically	K, S, D	TPE 12, 13	TPE 12, 13	TPE 12, 13 CC 4, 5, 7, 8
<b>3. COMMITTED &amp; CARING PROFESSIONALS</b>				
a) Become change agents	D	TPE 12	TPE 12	TPE 12; CC 9
b) Maintain professional and ethical standards	D	TPE 12	TPE 12	TPE 12; CC 9
c) Become life-long learners	D	TPE 12, 13	TPE 12, 13	TPE 12; CC 9

### **Data Sources for Candidate Review and Assessment**

The unit assessment system reflects a continuous process for evaluation of candidate performance. As shown in [Figure 2.1](#) (yellow section) the system allows for the collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data analyzed to determine if candidates have met the requirements necessary to matriculate through specified program levels are collected at four (4) transition points:



The mid program transition points differ for initial and advanced programs. However, generally described, candidate data collected at the first transition point (Admission) establishes that candidates entering programs have the knowledge and dispositions necessary to be successful in pursuit of their educational objective. Data collected at the second and third transition points (Key Continuation Points) provide information on candidates' ability to demonstrate deeper understanding of acquired knowledge, growth in implementation of skills, and continued development and display of dispositions outlined in institutional and professional standards. The fourth transition point (Exit from Program) provides data for determining whether candidates have acquired the knowledge, skills, and dispositions necessary to be successful as professionals in the field of education. While not a program transition point, additional data are collected in programs from graduates and their employers once candidates become practicing professionals (Post Program). These data assist in determining program effectiveness for educating professionals that positively impact P-12 student learning and school leadership.

The process of identifying candidate performance data to be collected at each transition point began with program faculty identifying assessments that were currently in place and the transition point for which they were required. This work resulted in the identification of the full extent of data collected in each of the unit's programs charted at transition points. The full set of [transition point assessment charts](#) for all initial and advance programs are provided in Exhibit 2.1.4. These charts identify all requirements of candidates at each transition point and the criteria for meeting each. As these charts illustrate, the full complement of data gathered to monitor candidate performance within each program is extensive. The measures are both quantitative and qualitative and reflect the depth of unit programs. All requirements listed in the transition charts must be met for candidates to progress through programs successfully. In addition to transition point data, internal and external survey data are also collected and used for candidate, program and unit evaluation.

From these transition point charts, decisions were made with input from program faculty, unit administration, and appropriate stakeholder groups as to data that would be stored and maintained in the unit database system (fully described on pages 40-48 of the [Assessment System Document](#) (2.1.5)). A comprehensive and integrated set of unit assessment measures were created by identifying common assessments used across programs within each transition point. Once identified, steps were taken to revise existing assessments, or if necessary develop new assessments

that would allow for aggregation of these data at the unit level. Tables 2.2 and [2.3](#) identify the data sets collected in initial and advanced programs and the transition points at which they are collected.

A [matrix](#) was created aligning the identified data sets with unit program outcomes and indicators and assessment elements as described in NCATE Standard 1 (2.1.6). As the matrix illustrates, the collection, analysis, and evaluation of these data serve the objectives of the unit for the measurement of candidate proficiency and progress toward meeting program outcomes.

***Description of Integrated Data Sets Collected in Initial Programs***

Following Table 2.2, each data set is briefly described. A detailed description of each assessment measure, by transition point and program, is available in the Assessment System Document, [pp. 16-21](#) (2.1.5).

**Table 2.2 Integrated Data Sets Collected at Transition Points—Initial Programs  
Elementary (EDEL), Secondary (EDSC), Special Education (SPED)**

Data Set	Transition Point (*TP)
▫ Application Process Assessments	
-Subject Matter Competency Exams	1
-Major GPA	1
-Interview Ratings	1
▫ Course Level Assignments/Grades	2, 3, 4
▫ Fieldwork Evaluations	2, 3
▫ Student Teaching Evaluations	3, 4
▫ Capstone Assessments	2, 3, 4
▫ CSU Exit/Alumni/Employer Survey Data	Post Program

\*TP 1-Admission to Program; 2—Admission to Initial Student Teaching; 3—Admission to Final Student Teaching; 4—Exit from Program

***Application Process Assessments—Collected at Transition Point 1***

Each initial teacher preparation program outlines specific admission requirements that adhere to the minimum requirements established by the California Commission on Teacher Credentialing (CCTC) and by the California State University system (CSU) Chancellor’s office. Admission requirements are designed to assess applicants’ knowledge and dispositions to make determinations regarding their potential for successful program completion. These requirements also apply for applicants in the Streamlined Teacher Education Program (STEP), although they enter the EDEL program as undergraduates. Application process requirements include: (1) The passing of the [California Subject Examination for Teachers \(CSET\)](#) prior to admission, or EDSC candidates can elect to complete the approved CCTC [Single Subject Preparation Program \(SMPP\)](#), (2) GPA of 2.75 in last 60 units of study, (3) GPA of 3.0 in all prerequisite courses, (4) Letters of recommendation attesting to appropriate qualifications and professional dispositions and, (5) Successful evaluation scores on [program interviews](#) determining suitability for the program, dispositions toward teaching, and oral and written language proficiency (2.1.7).

***Course Level Assignments/Grades—Collected at Transition Points 2, 3, and 4***

The Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) in 2001 for Multiple (elementary) and Single (secondary) Subject programs require each program to assess candidates on [13 Teaching Performance Expectations \(TPEs\)](#) (2.1.8). The TPEs describe what beginning teachers should know and be able to do and are consistent with the [California Standards for the Teaching Profession \(CSTP\)](#) (2.1.9). The SPED program uses both the TPEs and [The Common Core Standards of the](#)



[Council for Exceptional Children](#) (CEC). These professional standards are used to formally evaluate candidates during student teaching; however they are also used to guide course content and assignments. They are aligned with the conceptual framework program outcomes (see [Table 2.1](#) and Exhibit 2.1.3), the [dispositions expected of all candidates](#) (2.1.10), and as of fall 2007 have been aligned with course objectives on all [course syllabi](#). The deliberate alignment of courses and assignments with professional standards and program outcomes allow course grades to be a viable measure of candidate proficiency development. In the elementary (EDEL) and secondary (EDSC) programs all courses are graded Credit/No Credit. To receive a grade of Credit on an assignment, proficiency must be demonstrated at a level equivalent to the criteria to earn a grade of B (80%). To earn a grade of Credit for the course, candidates must receive Credit on every assignment. Special education (SPED) candidates must receive a Credit or a grade of B or better (3.0) on all “graded” courses.

### **Fieldwork Evaluations—Collected at Transition Points 2 and 3**

In EDEL and SPED programs all candidates are evaluated by both the master teacher and university supervisor on fieldwork performance (called Directed Teaching in SPED). [A common fieldwork evaluation form and scoring guide](#) was collaboratively developed in spring 2006 and is used by both programs. For three-semester EDEL candidates, fieldwork hours are split over two semesters. In these cases evaluations are collected at both Transition Point 2 and 3. Fieldwork evaluations are aligned with program outcomes and to measure candidate dispositions toward the development of knowledge, skills and professional attitude as indicators of potential success in student teaching. Candidate performance is rated on a 4 point scale (1=unacceptable; 2=developing; 3=acceptable; 4=exemplary). Candidates must receive passing scores ( $\geq 2.0$ ) on their fieldwork evaluations by both their master teachers and university supervisors. Fieldwork evaluations were piloted by EDEL in 2006-2007 using an electronic submission process and revised in summer 2007. EDSC candidates are assessed in fieldwork using the same TPE evaluation form as that used in student teaching ([Form EI-3](#)) and the submission of a readiness form ([Form EI-4](#)) completed by the master teacher and university supervisor that assesses a variety of skills to determine readiness for student teaching. Satisfactory progress is determined by the EDSC Professional Development District Coordinator (PDD) for candidate continuation into initial student teaching.

### **Student Teaching Evaluations—Collected at Transition Points 3 and 4**

Candidates in all programs are evaluated by both the master teacher and university supervisor at the completion of initial and final student teaching placements. Initial student teaching evaluations are collected and analyzed at Transition Point 3 and used as a factor for determining admission to final student teaching. Final student teaching evaluations are collected at Transition Point 4 (program exit). [A common evaluation form and scoring guide](#) was collaboratively developed in spring 2006 and is used by all programs (SPED candidates use this form for their general education placement). The student teaching evaluation measures candidate performance on all [13 Teaching Performance Expectations \(TPEs\)](#) and the corresponding [California Standards for the Teaching Profession \(CSTPs\)](#). These evaluations also provide evidence that candidates’ performance in the field demonstrates content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as described in NCATE standards (See the [alignment of TPEs within the NCATE standard 1 categories](#)). Candidate performance is rated on a 4 point scale (1=unacceptable; 2=basic; 3=skilled; 4=distinguished) and specific passing rates have been determined for initial ( $\geq 2.0$ ) and final student teaching performance ( $\geq 2.85$ ). EDEL piloted the student teaching evaluations in fall 2006 and spring 2007 using an electronic submission process. The process was revised in summer 2007. No later than spring 2008 evaluations for student teachers

in all programs will be submitted electronically, allowing for unit level aggregation.

SPED candidates also complete a Special Education student teaching placement. The evaluation form was developed to measure the [Common Core Standards as described by the Council for Exceptional Children \(CEC\)](#) as appropriate for either Mild/Moderate/Moderate Severe or Early Childhood credentials. Candidates are evaluated by both the master teacher and university supervisor (collected at Transition Point 4). The evaluation was revised in spring 07 to use the same scoring rubric for rating candidate performance as was developed for the general education evaluation. Candidates must receive at least a 2.0 (basic) to move into final student teaching (the same as required in the general education placement). Copies of [SPED evaluations](#) are provided in Exhibit 2.1.11.

#### **Capstone Assessments—Collected at Transition Points 2, 3, and 4**

Candidates work on capstone assessments throughout the program and must complete them by Transition Point 4 (program exit). Therefore, portions of these assessments are evaluated at different transition points as a requirement to continue in the program. A capstone assessment for EDSC candidates is the [California Teaching Performance Assessment \(TPA\)](#). The TPA is designed to measure aspects of initial program professional standards—the [Teacher Performance Expectations \(TPEs\)](#). There are four inter-related yet separate tasks that increase in complexity as candidates move through them. Tasks are scored by university faculty trained by certified TPA assessors. They are blind scored by at least two scorers on a common 4 point rubric, rating performance at four levels (1 low to 4 high). Candidates must pass each task with an average score at Level 3. EDEL will begin implementation of the TPA in spring 2008 and are currently training faculty evaluators. Prior to the implementation of the TPA, EDEL performance assessment data is gathered through the use of identified “signature” assignments embedded in five methods courses (EDEL 433-Reading; 434-English Learner Methods; 435-Math; 436-Science; 437 Social Studies). These [assignments, and the rubrics for scoring them](#), were designed and agreed upon by course instructors (2.1.12). The passing scores differ for some courses, but as with all assignments in the program candidates must receive Credit on the signature assignment ( $\geq 80\%$ ) to receive Credit in the course. California does not currently require SPED candidates to complete the TPA tasks. SPED candidates must meet specific requirements developed to demonstrate proficiency on the CEC Common Core standards. Candidates provide evidence through the cumulative development of a field experience notebook (portfolio). Prior to admission to initial student teaching, candidates must be assessed as making satisfactory progress on notebook requirements by both the master teacher and university supervisor.

#### **CSU Exit/Alumni/Employer Surveys—Collected Post Program**

The California State University Chancellor’s Office conducts systemwide surveys of Initial Teacher Preparation programs. One is an Exit Survey that candidates take upon completion of the program. Another is a survey taken by employed graduates and their employers one year after program completion. Both are administered by the Chancellor’s Office, completed online, analyzed, and results distributed annually to each of the 23 CSU campuses. The results provide valuable data on the efficacy of program curriculum and processes to educate teachers who have the knowledge, skills, and dispositions necessary to be successful professionals in the field and positively impact P-12 student learning. Every effort is made to ensure that teachers are evaluated by their own employment supervisor. Therefore, the year-out survey provides performance data based on employer observations, which is used to validate teacher graduate perception data. The results also display CSU Fullerton’s results with the combined results of all other CSU campuses, which allow

for valuable comparative analysis between our program results and the results of the other 23 initial teacher education programs in the CSU system.

***Description of Integrated Data Sets Collected in Advanced Programs***

A brief description of each data set is provided in this section. A detailed description of each assessment measure, by transition point and program, is available in the Assessment System Document, [pp. 24-29](#) (2.1.5). The Ed.D. Program’s planned transition point data is described on the [transition chart](#) (2.1.4); however the program is still under development and will not be included in this discussion.

**Table 2.3 Integrated Data Sets Collected at Transition Points—Advanced Programs**

Data Set	Transition Point (TP*)
▫ Application Process Assessments	1
▫ Course Level Assignments	2, 3, 4
Including: Unit-wide writing assignment Unit-wide diversity assignment	2 2, 3
▫ Capstone Assessments (Culminating Experience)	4
▫ Program Surveys (Internal & External) Unit-Wide Mid-Point Survey Unit-wide Exit Survey Program Specific Exit/alumni/employer Surveys	2, 3 Post Program Post Program

\*TP 1-Admission to Program; 2—Program Continuation; 3—Qualifying for Culminating Experience; 4—Exit from Program

Within the integrated data sets identified for advanced programs candidate progress is monitored through the gathering of various assessments that are specific to individual programs. These assessments are collected and analyzed at the program level by appropriate faculty and stakeholder groups, and measure candidate proficiencies toward meeting program outcomes and professional standards.

In addition to program specific data, a set of unit-wide assessments have been identified, revised or developed, agreed on by program faculty, and approved by the [Assessment Committee](#). Unit-wide assessments are collected from each advanced program. These assessments allow for the collection of data at the unit level that will be maintained and analyzed over time to facilitate the identification of trends and provide potential predictor analysis capabilities within and across programs. The unit-wide assessments are described in [Table 2.4](#) along with general collection procedures. [Program specific charts](#) (2.1.13) provide information about the specific courses in which instructors ensure that candidates complete these assessments.

Advanced programs assure that all candidates have the opportunity to work with a diverse population of students, including students who are ethnically/culturally/linguistically/ability-wise different from them. The [Diversity Survey](#) (2.1.14), also listed on Table 2.4, is not a candidate proficiency assessment, but acts as a complement to the diversity assignment. The survey, taken early in each program, identifies the diversity of the school populations our candidates work with in field assignments, and the percentage of that population that is different from the candidates themselves. Although not a candidate assessment, it is included on the assessment chart because it is completed by all candidates unit-wide, and it provides evidence pertinent to the requirement that all candidates work with diverse populations.

Following Table 2.4 is the general description of each data set listed in [Table 2.3](#), including unit-wide assessments. A detailed description of each assessment measure, by transition point and program, is available in the Assessment System Document, [pp. 24-29](#) (2.1.5).

**Table 2.4 Graduate Program Unit-Wide Assessments**

The College of Education and related programs have designed a series of common assessments to evaluate graduate programs that prepare personnel who work in PreK-12 school settings. Data is aggregated across the education unit and reviewed to determine program improvements.	
Assessment and Purpose	Procedures
<p><b><u>Diversity Survey</u></b> This assignment enables the College of Education and related programs to compile data about candidate experiences in working with students of diverse backgrounds.</p>	<p>The questions in this 10 to 15 minute survey require candidates to use <a href="#">California Ed-Data</a> to identify their work site and to describe recent experiences teaching or working with PreK-12 students of diverse backgrounds. Further direction on how to complete this assignment is found on the website. (Taken in a first semester core course in the program sequence)</p>
<p><b><u>Diversity Assignment</u></b> This assignment requires that candidates demonstrate their knowledge and skills in teaching and supporting diverse student learners that are ethnically/culturally/linguistically different from the candidate.</p>	<p>An assignment in the graduate program sequence has been identified as the Diversity Assignment. Candidates complete the assignment as required in the course and the assignment is evaluated on a program specific rubric by the course instructor. (Completed in an appropriate core course anywhere in the program sequence)</p>
<p><b><u>Writing Assignment</u></b> This assignment allows candidates to demonstrate graduate-level writing skills.</p>	<p>A writing assignment in the graduate program sequence has been selected for additional evaluation via a unit-wide common rubric for assessing writing. Candidates complete the assignment as required in the course. The assignment is evaluated according to the instructor's criteria as well as according to the writing rubric. (Completed in an appropriate core course early in the program sequence)</p>
<p><b><u>Mid-point Survey</u></b> This assignment enables the College of Education and related programs to compile data regarding candidate experiences in our graduate programs at the mid-point.</p>	<p>There are 25 questions in this 10-15 minute survey; most ask for candidate opinions of coursework, faculty, support, disposition and content on a Likert scale rating. (Taken in the 5<sup>th</sup>-7<sup>th</sup> course in the program sequence)</p>
<p><b><u>Exit Survey</u></b> This assignment enables the College of Education and related programs to compile data regarding candidate experiences in our graduate programs after program completion.</p>	<p>There are 25 questions in this 10-15 minute survey; most ask for candidate opinions of coursework, faculty, support, disposition and content on a Likert scale rating. (Taken in a last semester core course in the program sequence)</p>

**Application Process Assessments—Collected at Transition Point 1**

Applicants to graduate programs adhere to requirements as set forth by the University [Graduate Studies Office](#). All applicants must apply and be admitted to the university prior to applying for admittance to a particular program of study. Each advanced program in the education unit has outlined specific admission criteria for potential candidates, designed to assess applicants' knowledge, skills and dispositions and make determinations regarding their potential for successful program completion. Application process requirements include: (1) A baccalaureate degree from an accredited institution, (2) Current basic teaching credentials for all advanced program for teachers applicants, (3) A GPA of 3.0 for the last 60 units of study in all programs, except SCED and HCOM which require a GPA of 2.5 and, (4) A grade of B or better in all required prerequisite courses.

**Course Level Assignments/Grades—Collected at Transition Points 2, 3, and 4**

Within each program, every course that is required of all candidates has been aligned with program outcomes, which are aligned with the various standard sets that underlie professional education programs (see Exhibit 2.1.3). As candidates progress through advanced programs they complete assignments that require the demonstration of knowledge, skills and dispositions reflected in [course](#)

[syllabi](#) and stated in course objectives. While not an indicator of performance proficiencies in and of themselves, the deliberate alignment of courses and assignments with professional standards and program outcomes allow course grades (GPA) to be a viable measure of candidate proficiency development at transition points (see Exhibit 2.1.15 for each program's [course alignment matrix](#)). All programs adhere to the University standard, as monitored by the [Graduate Studies Office](#), that each candidate maintain a GPA of 3.0 (B or better) for all courses listed on individual study plans. Any grade below a C requires the course be repeated. Candidates falling below a GPA of 3.0 at identified transition points are put on academic probation, requiring that they raise their prior to exit from the program.

### **Unit-Wide Assignment Assessments—Collected at Transition Points 2 or 3**

- **Writing Assignment:** Each advanced program has designated a course early in the program sequence that includes an assignment requiring a review of literature. All sections of the course use the same assignment and scoring guides to ensure consistency across sections. In fall 06 faculty across all programs agreed to the use of a 6-point rubric to score this assignment. This assessment is used for two purposes: 1) to identify and remediate struggling writers; and, 2) to assess understanding of content (subject and/or research methods knowledge). The policy and procedure for administering, scoring, and reporting scores has been agreed upon, and is consistent across programs. Any candidate scoring less than an average score of 4 receives remediation requirements to provide support for successful program continuance. This letter is placed in the candidate's file. Each program has defined a particular remediation procedure that best fits its program and candidates' needs. Candidates are provided the policy and procedure information and the rubric prior to completing the assignment. Exhibit 2.1.16 provides [each program's policy and procedure document](#) outlining specific remediation processes to be followed and a copy of the [common rubric](#).
- **Diversity Assignment:** Each advanced program has designated a particular course to include a field experience assignment candidates must complete working with a population that is ethnically/culturally/linguistically/ability-wise different from them. Specific assignments differ across programs, but consistency is provided within programs as instructors in all sections of the course within a program use the same assignment and scoring guide for all candidates. Some examples of assignments include case studies, action research, cultural investigations, and diagnostic reports. Each program has defined a policy and procedure for administering these assignments, including purpose, description of assignment and scoring guide, and criteria for passing. Candidates are provided the policy and procedure information and the scoring guide prior to completing the assignment. Exhibit 2.1.17 provides [each program's policy and procedure document](#) for the unit-wide diversity assignment.

### **Capstone Assessments—Collected at Transition Point 4**

Candidates in all advanced programs complete capstone assessments through a culminating experience that requires them to demonstrate the cumulative knowledge, skills and dispositions developed over the course of program study and field experiences. Each program has distinct requirements for the kind of culminating experiences candidates complete and methods of evaluation used (see Assessment System Document, [pp. 28-29](#) (2.1.5)). Examples include comprehensive exams, thesis preparation, projects, and clinical competencies.



### **Unit-Wide Mid-Point Program Surveys—Collected at Transition Points 2 or 3**

After completing 15 units, all candidates complete a [mid-point program survey](#) in a designated course. This survey is administered electronically and is anonymous. The survey asks for candidate opinions on coursework, faculty support, program content, and disposition development. The survey provides valuable formative assessment for programs and also provides data addressing candidate perceptions of their performance and proficiency mid-point through their program of study. Exhibit 2.1.18 identifies the [survey items](#) that address program evaluation and categorizes those that relate to candidate perceived efficacy according to the assessment areas of content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as defined in NCATE standards.

### **Program Surveys—Collected Post Program**

At the culmination of their program all candidates complete a [unit-wide exit survey](#). This survey is administered electronically and is anonymous. The survey questions are the same as the mid-point survey and ask for candidate opinions on coursework, faculty support, program content, and dispositions. Additionally, most programs conduct [program specific exit surveys](#). Many programs also conduct 1-year or 5-year out surveys of program graduates and their employers. These surveys are administered and collected by program faculty (see each program's exhibit files).

### ***Assessment of Dispositions for All Candidates***

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the education unit's conceptual framework and encompass several behavioral indicators within the three program outcomes (specifically Outcome 2 & 3 indicators). These indicators and those embedded in program professional standards provided the foundation for the development of a unit-wide disposition statement. The "[Professional Dispositions Expected of Candidates](#)" statement clearly describes the behaviors and attitudes underlying *five core dispositions* expected of the unit's professional education candidates (2.1.19). This statement was developed by the unit [Assessment Committee](#) and revised several times based on feedback from program faculty. In spring 2007 it was approved by the committee for presentation to candidates and appropriate stakeholder groups. The five core dispositions as described in the statement form the basis for assessing candidate professional attitudes and behaviors as they matriculate through key transition points in their programs of study. Each program assesses dispositions in a slightly different manner. Assessment procedures and materials are described in the Assessment System Document on [pp. 30-32](#) (2.1.5).

### ***Use of Candidate Assessment Data for Program and Unit Evaluation***

Data collected and analyzed to monitor candidate performance at each transition point is also used to provide information on program effectiveness. Some data are used immediately by programs for decisions regarding candidate admission, retention, and program completion. Other data are aggregated and analyzed by the assessment coordinator, or other responsible personnel, prior to being reported to department chairs and program coordinators (see [Tables 2.5](#) and [2.6](#)). In either case, data pertaining to program outcomes are routinely examined and discussed at faculty and department committee meetings, and are presented at many stakeholder group meetings that include candidates, alumni, university supervisors and other part-time faculty, and community partners. With input from these multiple sources, data from candidate performance evaluations are used to address the efficacy of courses and field experiences and judge the quality of program components and instruction. Evidence of these discussions, including feedback and recommendations, are provided in faculty and advisory board minutes found in each program's exhibit files.



### ***Fairness, Accuracy and Consistency and Avoidance of Bias***

In winter 2007 the unit [Assessment Committee](#) was formed with representatives from both initial and advanced programs in the unit. The committee is chaired by the assessment coordinator and serves as the vehicle for communication between the unit, program faculty and other stakeholders. Specifically the Unit Assessment Committee is charged with evaluating existing and proposed assessments to ensure they provide fair, accurate and consistent measures of the knowledge, skills and dispositions intended to be evaluated. Committee members consult with department faculty and appropriate stakeholder groups to garner feedback prior to any implemented changes.

In addition, the unit and the program faculty employ several strategies to address issues of accuracy, fairness, consistency and avoidance of bias in assessment procedures. Some examples are presented here and more detailed lists and examples are available in the Assessment System Document, [pp. 37-41](#) (2.1.5).

To ensure that candidates are assessed fairly, many measures are in place to provide candidates with the opportunity to learn, practice, and develop the knowledge, skills and dispositions that are being evaluated, and for candidates to understand expected performance criteria and how assessments are scored. For example, early in programs instructors introduce the conceptual framework and program outcomes to candidates and provide opportunity for candidate reflection and questions (see [conceptual framework PowerPoint](#) in Exhibit 2.1.20). Programs have websites and handbooks that explain admission and retention requirements, as well other program documents and expectations (for example see <http://ed.fullerton.edu/SecEd/>). Candidates have access to assessment policies and procedures, assessments, and scoring guidelines (rubrics, rating scales, criteria for passing) prior to being evaluated. Assessment accuracy is enhanced through the careful alignment of assessments with program outcomes and professional standards. Newly developed assessments are piloted and the results of pilot testing are analyzed by faculty, appropriate stakeholders, and the Assessment Committee to determine if revisions are necessary. To promote consistency in assessment results, agreed upon scoring guides are used across course sections on unit-wide assessments (e.g., fieldwork and student teaching evaluations at the initial level, writing and diversity assignments at the advanced level). Training is offered to promote similar scoring patterns and many assessments are scored by multiple raters. To avoid bias in assessment processes, statements of non-discrimination are included in [University policies and procedures](#) required of all faculty. In addition, instructors provide assessment accommodations for candidates registered with the [Disabled Student Services \(DSS\) Office](#) and all [syllabi](#) include a statement providing information of these and other accommodations that are available to candidates with special needs.

The unit is committed to the continued refinement of processes to eliminate sources of bias, and to establish fairness, accuracy and consistency of assessment procedures to ensure the system as a whole remains viable, informative and effective.

### **Element 2: Data Collection, Analysis, and Evaluation**

The design of the education unit assessment system facilitates an iterative process for collecting, analyzing and reporting data on candidate performance, program effectiveness, and unit operations. As illustrated in [Figure 2.1](#) (green section), data from both internal and external sources are collected and analyzed at either the program or unit level depending on the designation of personnel with the responsibility for assessment administration, collection, and/or evaluation. Management of the integrated data sets described in the previous section follows. [Tables 2.5](#) (Initial Programs) and [2.6](#) (Advanced Programs) are provided to illustrate the coordination of individual responsibilities

for the collection of data, the timeline for collection, who receives data reports, and ways data results are used.

### **Data Management—Initial Programs**

#### Application Process Assessments

Updates on applicant status are input into the unit database by the Office of Admission to Teacher Education and provided to program admission coordinators. Completed applications are reviewed by the program admission coordinators who make final admission decisions. Admission data are maintained and stored in the unit database system.

#### Course Assignments and Grades

Course grade analysis is completed by program coordinators. All candidates' course grades are available from the Office of Admissions and Records through the student information system (SIS+). This information is maintained and stored in the unit database system.

#### Fieldwork and Student Teaching Evaluations

Beginning fall 2007 all programs' fieldwork and student teaching evaluations are administered and collected electronically by the COE information technology (IT) department. Reports are sent to block leaders and program coordinators, as appropriate to program, for analysis and grade determination. Reports are also made available to the unit assessment coordinator. SPED specific evaluation results are reported to the assessment coordinator. All fieldwork and student teaching evaluation results are maintained and stored in the unit database system.

#### Capstone Assessments

EDSC TPA results are submitted to the assessment coordinator and maintained and stored in the unit database system. Instructors of EDEL signature assignments report scores to the block leader. Block leaders forward score reports to the assessment coordinator. Results are maintained and stored in the unit database system. SPED portfolio data is currently maintained at the program level.

#### Program Surveys

The Office of the Dean receives, analyzes, and presents the CSU Exit and Year-Out Survey results to each program faculty group. The results are also shared with appropriate unit and program stakeholder groups and used to make improvement decisions regarding program and unit operations. Through the Chancellor's Office website these data are available to the unit's assessment coordinator and data analyst. The analyst creates reports based on query tables designed by the unit. These queries pull together survey items that address candidate content knowledge, pedagogical content knowledge, professional pedagogical content knowledge, dispositions, and student learning as defined in NCATE standards. The results of these queries provide data for analyzing how well our programs specifically contribute to candidates' success as teachers in these specific areas, including impact on student learning. [Alignment of exit and year-out survey items](#) with the five NCATE assessment categories defined in Standard 1 can be found in Exhibit 2.2.1. The results of these reports are maintained and stored in the unit database system.

### **Data Management—Advanced Programs**

#### Application Process Assessments

Applications to CSU Fullerton are reviewed and accepted by the Graduate Studies Office. Application status is reviewed and maintained by specific program Graduate Coordinators, Program Advisors, or appointed faculty and/or staff. Completed applications are reviewed by the Program Coordinators who make final admission decisions. Admission faculty/staff within programs enter and maintain applicant data in the unit database system.

#### Course Assignment Grades and GPA

All candidates' course grades are available from the Office of Admissions and Records through the

student information system (SIS+). Candidate GPA is monitored by the Graduate Studies Office and reported to program coordinators, including identification and notification of candidates placed on academic probation. Designated faculty members make decisions regarding candidates' qualifications for the culminating experience. Data on qualifying candidates are maintained at the program level.

#### Unit-wide Assignments

Unit-wide assignments (Writing and Diversity) scores are reported directly to the unit assessment coordinator by course instructors using prepared excel reporting sheets and are maintained and stored in the unit database system. Analytic reports are provided to program coordinators and shared with appropriate faculty, including program chairs and stakeholder groups.

#### Capstone Assessments

Capstone assessments are reviewed by appropriate individual faculty or faculty committees as described. Responsible faculty members make decisions regarding candidates' qualifications for program exit. Capstone assessment data are not currently reported to the unit or stored in the unit data base system. However, the unit recognizes the culminating experience as a primary data source for assessing candidate cumulative knowledge and skills in their field of study. In spring 07, the unit Assessment Committee began working to develop a system for the collection and storage of capstone data that would maintain the integrity of program differences, while allowing for the summarization of results at the unit level.

#### Unit and Program Surveys

Unit-wide mid-point and exit survey data are collected electronically by the unit assessment coordinator. Queries are run using the [NCATE Standard 1 assessment categories](#) (see Exhibit 2.1.18). Aggregate results are shared with appropriate faculty, including program chairs and stakeholder groups. Program specific surveys are maintained at the program level.

### ***Use of Technology to Support the Assessment System***

The College of Education serves as the nexus of the education unit, and therefore the COE is charged with ensuring the technology is available to support the assessment system design. The design of the system is comprehensive and distributed, in that data sets are collected centrally by the unit, within departmental and program faculty contexts, and outside the unit as well. It is the responsibility of the unit, once a data set has been identified as important to be gathered, to see to the storage and management of that set. As such, the College of Education Master Database System contains a wide range of data and information items used for candidate, program, and unit assessment. It is the intent and function of the database system to “grow” these data sets over time to allow for the analysis of trends in comprehension of knowledge, skills, and dispositions, and for predictive analysis of candidate success.

The college was fortunate to have a database system already in use at the time the assessment system was designed. The assessment system design rests on the premise that data maintained centrally by the unit will have multiple uses, depending on the reasons for which they are being inspected, reviewed, and analyzed. The current database system fits the needs of the assessment system as it provides access to multiple users, and has the capability to run relational queries and reports from multiple data sets. The functionality of the database is supported by the college Informational Technology Department staff and managed by the college Data Analyst. A detailed description of the design, structure, capability, and how the database is used to support assessment is presented in the Assessment System Document, [pp. 41-48](#) (2.1.5).

**Table 2.5 Collection and Flow of Integrated Data Sets for Initial Program Candidates**

<b>LEVEL</b>	<b>DATA SOURCES</b>	<b>WHO COLLECTS?</b>	<b>FREQUENCY OF COLLECTION?</b> TP =TRANSITION POINT	<b>REPORTED TO WHOM?</b>	<b>STORED IN UNIT DATABASE?</b>	<b>USE</b>
<b>CANDIDATE ASSESSMENT INITIAL PROGRAMS</b>	Application /Interview Items	Program Admissions Coordinator	Each admission cycle—TP1	Admission to Teacher Education Office	<b>Y</b>	Candidate assessments are used for: <ul style="list-style-type: none"> <li>• feedback to candidate regarding program progress</li> <li>• candidate retention decisions through transition points</li> <li>• credential recommendation decisions</li> <li>• curriculum and course modification decisions</li> <li>• assessment process and procedures modifications</li> </ul>
	Subject Matter Exam (CSET)	State administered by CCTC through the National Evaluation System (NES) Admissions & Records	Each admission cycle—TP 1	Admission to Teacher Education Office; Program Admissions Coordinator; Candidate	<b>Y</b>	
	Major Grade Point Average(GPA) (Transcripts)	Admissions & Records	Each semester—TP 1-4	Admission to Teacher Education Office; Program Admissions Coordinator (pre-admit)	<b>Y</b>	
	Fieldwork Evaluations	College of Education (IT)	Each semester as appropriate—TP 2	Assessment Coordinator; Cohort Block Leaders; Supervisors; Master Teachers; Candidate	<b>Y</b>	
	Student Teaching Evaluations	College of Education (IT)	Each semester—TP 3, 4	Assessment Coordinator; Cohort Block Leaders; Supervisors; Master Teachers; Candidate	<b>Y</b>	
	Course Grades (represents course level assignments)	Admissions & Records —submitted by program faculty	Each semester—TP 2-4	Candidates Program Coordinators (via access to SIS+)	<b>N</b> (AVAILABLE IN SIS+)	
	Capstone assessments	Program Faculty	Each semester—TP 4	Program Course Custodians Candidates; Developing process for reporting to Assessment Coordinator	<b>Y</b> (AS OF FALL 07)	
	CSU Exit Survey Post Grad/Employer Survey Data	CSU Chancellor's Office	Exit-each semester Year Out-Annually—TP 4; Post Program	College of Education, Dean (Shared with dept. chair and faculty; program advisory boards)	<b>N</b> (ACCESSIBLE THROUGH CHANCELLOR'S OFFICE)	
	Reading Instruction Competency Assessment (RICA)—Post	State administered by CCTC through the National Evaluation System (NES)	Each Credential Application Cycle—Post Program	Credential Preparation Center; Program Coordinators; Candidates	<b>N</b>	

**Table 2.6 Collection and Flow of Integrated Data Sets for Advanced Program Candidates**

LEVEL	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION? TP =TRANSITION POINT	REPORTED TO WHOM?	STORED IN UNIT DATABASE?	USE
<b>CANDIDATE ASSESSMENT ADVANCED PROGRAMS</b>	Credential in area of study (ADV-T only)	Admissions & Records (transcripts)	Each admission cycle—TP 1	Graduate Studies Office; Graduate Program Coordinator	<b>Y</b>	Candidate assessments are used for: <ul style="list-style-type: none"> <li>• feedback to candidate regarding program progress</li> <li>• candidate retention decisions through transition points</li> <li>• curriculum and course modification decisions</li> <li>• assessment process and procedures modification decisions</li> </ul>
	Application/Interview Items	Program Faculty	Each admission cycle—TP 1	Graduate Program Coordinator	<b>Y</b>	
	Grade Point Average (GPA)	Admissions & Records/ Graduate Studies Office (via SIS +)	Each semester—TP 1-4	Graduate Program Coordinator; Candidate	<b>N</b> (AVAILABLE IN SIS+)	
	Course Grades (represents course level assignments)	Admissions & Records –submitted by program faculty Graduate Studies Office (via SIS+)	Each semester—TP 2-4	Graduate Course Custodians; Dept. Chair and Faculty; Candidate	<b>N</b> (AVAILABLE IN SIS +)	
	Unit Writing & Diversity Assignments	Designated course instructors	Each semester—TP 2	Assessment Coordinator; Dept. Chair, Candidate	<b>Y</b>	
	Clinical competencies	Program Faculty	Each semester—TP 2, 3	Program Faculty; Candidate	<b>N</b>	
	COE Mid-point Survey COE Exit Survey	Unit Assessment Coordinator	Mid-point-5 <sup>th</sup> -7 <sup>th</sup> course in program—TP 2 Exit-end of program—Post	Assessment Committee; Graduate Program Coordinator; Dept. Chair and Faculty; Appropriate stakeholders	<b>Y</b>	
	Capstone Assessments (all completed elements)	Program Faculty	Each semester—TP 4	Graduate Program Coordinator; Candidate	<b>Y</b> (AS OF FALL 07)	
	Program Surveys	Program Faculty	Exit-End of program	Dept. Chair and Faculty; Appropriate stakeholders	<b>N</b>	
	Alumni/Employer Surveys—Post	Graduate Program Coordinator	Annually	Dept. Chair and Faculty, Appropriate stakeholders	<b>N</b>	

### ***Grievance Procedures and Records***

The system is designed to provide support to all candidates to successfully meet program outcomes and professional standards. There are procedures in place at the university, unit, and program level for candidates who wish to file formal complaints. All CCTC credential and certificate programs follow procedures as outlined in [Policy One](#) (2.2.2). Policy One is presented in program handbooks and provides guidelines for candidate grievance procedures. This policy was originally developed by the Credential Programs Committee in 2002 and revised in December 2006. Advanced programs differ in their approaches to handling concerns. Department policies are outlined in [program handbooks](#) and program chairs, coordinators, and faculty are responsible for ensuring candidates know and understand specific procedures, including [university grievance policies](#). (Program handbooks are available with Standard 3 materials in the Exhibit Room). Complaints that cannot be rectified at the program level are referred to the Assistant and Associate Dean, and when necessary a faculty appeals board is constructed to mediate the grievance process. Records on formal complaints are maintained by program coordinators at the program level and by the Assistant and Associate Dean at the unit level. These records are used to inform program and unit evaluation and improvement.

### **Element 3: Use of Data for Program and Unit Improvement**

As with the collection of data for candidate review, the operational success of the assessment system designed for data collection, analysis, and use at the program and unit level is dependent on the coordination of many individuals, offices and agencies both internal and external to the education unit. This coordination is detailed in [Table 2.7](#) which outlines individual responsibilities for the collection of data, the timeline for collection, who receives data reports, and the ways data are used. Detailed descriptions of data sources listed in Table 2.7 can be found in the Assessment System Document, [pp. 35-37](#) (2.1.5).

The unit assessment system is designed to close the assessment loop by facilitating data-based decisions used to demonstrate accountability and inform program and unit improvement. This is made possible through a clear feedback process that ties assessment to ongoing revision and improvement of curriculum, instruction, assessments, and unit operations. As is the case with candidate review, decisions regarding program and unit improvement are also made in light of the unit's conceptual framework, professional standards, licensure and accountability mandates and with input from faculty and stakeholder groups.

The operation of the system over time will lead to the accumulation of results from multiple sources of performance and perception data. As a result trend and predictive analysis results will increasingly drive program and unit improvement decisions. Following are some current examples of the use of assessment data for program and unit improvement.

1) Targeted areas for improvement based on the CSU Chancellor's exit and year-out surveys include ability to work with English Learners. Some examples of program changes include:

- EDEL and SPED added a methods course specifically designed to provide strategies for working with EL students—EDEL/SPED 434: Methods and Inquiry for Teaching English Learners. EDSC added professionally designed online modules to the Secondary Student Diversity course (EDSC 340).
- All initial programs revised their lesson plan formats to increase focus on EL students and students with disabilities.



- EDEL provided training by outside consultants for faculty and/or university supervisors in Guided Language Acquisition Design (GLAD) strategies to help support candidates in developing effective teaching methods and support their implementation in student teaching assignments. Select EDSC faculty attended a CSU wide conference EL and diversity issues.
- EDEL changed student teaching requirements for Multiple Subject candidates. Candidates are now required to have a minimum of one placement in a classroom with at least 4-5 identified English Learners (rather than a general requirement of a minimum 25% diverse student population).

2) Data from the MSE exit survey results and stakeholder recommendations prompted a variety of changes in advanced programs. Some examples are:

- Low satisfaction for *Convenience of Scheduling* in EDSC prompted the development of an online hybrid model.
- Reduced satisfaction with *Enhancement of Career and Enthusiasm for Field* prompted the redesign of EDSC Comprehensive Exam Questions to align with real-world issues and concerns.
- Reduced satisfaction with focus on *administrators as instructional leaders* prompted the addition of a unit the Instructional Leadership course (EDAD 505) and to position it as the first course taken by cohorts.
- Identified weakness in the area of *instruction working with autism* prompted the addition of an HCOM seminar course focused solely on autism.

3) Improvements have been made at the unit level to support the implementation and use of the assessment system, to provide more opportunity for collaboration and input on unit operations, and to assist in the development of resources and efficient use of budget allocations. Selected examples include:

- Funded faculty release time to assign an Assessment Coordinator to assist in the development and implementation of the system.
- Established a permanent Unit Assessment Committee representing each department to provide systematic and continual ways for the college to examine assessment processes, data and program progress.
- Established two new advisory stakeholder groups: *The Dean's Leadership Council* consisting of alumni, community partners in businesses and school district, and *The Student Advisory Board* consisting of current active and involved candidates from initial and advanced programs.
- Provided mentoring and training to department chairs in managing department resources.
- Hired a Director of Development to assist in fundraising for scholarships and promoting the college to potential donors and partners.

With program input, the dean keeps faculty, staff and stakeholders informed of unit changes and accomplishments through regular updates via a newsletter entitled *COE Connected*. The newsletters are electronically distributed every other month. Examples of *COE Connected* are provided in Exhibit 2.3.1.

**Table 2.7 Collection and Flow of Integrated Data Sets for Program and Unit**

LEVEL	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION?	REPORTED TO WHOM?	STORED IN UNIT DATABASE?	USE
<b>PROGRAM EVALUATION</b>	Aggregated candidate data	Unit Assessment Coordinator; Program Coordinators	Each semester	Dept. Chair; Program Faculty, appropriate stakeholders; Assessment Committee	<b>Y</b>	Data are used to: <ul style="list-style-type: none"> <li>• identify trends and need areas for program improvement</li> <li>• review and revise assessment tools and scoring data for fairness, accuracy, consistency and avoidance of bias</li> <li>• review and revise effectiveness of program curriculum and instruction</li> <li>• identify retention concerns in terms of candidate, K, S, D</li> <li>• create unit and external reports</li> </ul>
	Candidate evaluations of courses and faculty	Dept. Chairs (from Office of the Dean Administrative Support)	Annually during RTP process	Dept. Personnel Committee, COE Dean, Associate Dean, VP of Academic Affairs, and President	<b>N</b>	
	Candidate Retention Data	Program Admission Coordinators; Program Coordinators	With each program cycle completion semester	Dept. Chair; Program Faculty	<b>Y (FALL 07)</b>	
	State Review Report (CCTC)	Dept. Chair (receives from CCTC)	Each review period (7 year cycle)	Program Coordinators; Program Faculty; Appropriate stakeholders	<b>N</b>	
	CSU Survey Results (Exit and Year Out)	CSU Chancellor's Office (reported to COE Dean)	Annually	Council of Chairs; Program Faculty; Appropriate stakeholders	<b>N</b>	
<b>UNIT EVALUATION</b>	Aggregated/summarized candidate assessment reports	Unit Assessment Coordinator	Bi-annually (reported annually)	COE Dean; Associate Dean	<b>N</b>	Data are used to: <ul style="list-style-type: none"> <li>• identify program strengths and weaknesses, and trends in learning outcomes in K, S, D</li> <li>• increase unit and program effectiveness</li> <li>• prioritize resource allocations</li> <li>• create external reports</li> </ul>
	Candidate complaints and resolutions	Program Coordinators; Dept. Chair	Annually	Associate Dean; Assistant Dean	<b>N</b>	
	Diversity data for candidates and faculty	Office of Institutional Research & Analytical Studies	Annually	COE Dean; Associate Dean	<b>N</b>	
	Diversity data for students and the professional community	California Dept. of Education (ED-DATA)	Annually			

UNIT EVALUATION (CONT')	DATA SOURCES	WHO COLLECTS?	FREQUENCY OF COLLECTION?	REPORTED TO WHOM?	STORED IN UNIT DATABASE?	USE
	Faculty evaluation data	Dept. Chairs (from Office of the Dean Administrative Support)	Annually through RTP process (via faculty reviews)	COE Dean, Associate Dean, VP of Academic Affairs, and President	N	Data are used to: <ul style="list-style-type: none"> <li>• identify program strengths and weaknesses, and trends in learning outcomes in K, S, D</li> <li>• increase unit and program effectiveness</li> <li>• prioritize resource allocations</li> <li>• create external reports</li> </ul>
	Department Productivity Reports	Dept. Chair	Annually	COE Dean; Associate Dean	N	
	CSU Survey Results—Exit and year out (initial programs)	CSU Chancellor's Office	Exit-Semester Year Out-Annually	COE Dean (shares with Council of Chairs, Program Faculty; appropriate stakeholders)	N	
	CCTC COA Accreditation Report	COE Dean; Associate Dean	Each review cycle	Council of Chairs; appropriate stakeholders; CSU President and Vice President	N	
	National Review Reports (NCATE)	COE Dean; Associate Dean	Each review cycle	Council of Chairs; Program Faculty; appropriate stakeholders	N	
	University Budget Reports	Office of the Vice President—Academic Affairs	Annually	Dean's Council (shared by COE Dean with Council of Chairs)	N	
	Title II Reports	Office of Institutional Research & Analytical Studies	Annually	COE Dean; COE Data Analyst	N	

### **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 personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.*

#### **CCTC COMMON STANDARD 7: School Collaboration**

#### **CCTC COMMON STANDARD 8: Program Sponsor, District and University Field Experience Supervisors**

Through ongoing collaboration with the education unit's many school district partners, candidates are provided with valuable opportunities to practice and develop professional knowledge, skills, and dispositions. Assessment measures indicate that initial and advanced candidates find their field experiences valuable in developing their ability to help all students learn.

#### **Element 1: Collaboration Between Unit and School Partners**

##### ***Initial Programs***

The education unit has longstanding relationships with 90 school districts across five counties. Our most frequent and active interactions occur regularly with the school districts in Orange County, west Los Angeles County, and east San Bernardino County as seen in our [Partnership Chart](#). Partnership arrangements include student teaching agreements, [internship agreements](#), [Professional Development Schools](#) and [Professional Development Districts](#), and school district site master's program cohorts (3.1.1 through 3.1.4). It is common for a district to maintain several types of these formal partnerships with our education unit.

Through several [Education Unit Advisory Groups](#) our school partners have participated and continue to participate in design, delivery and evaluation of our initial programs. (3.1.5). At regularly scheduled meetings, matters of common interest and concern are discussed: refining field placement processes, explaining new procedures (e.g. electronic submission of student teacher summative evaluations), discussing candidate performance data, exit data, new teacher data and ensuing school district recommendations for programmatic improvements. Many of these are reflected in [archived minutes](#) from various meetings (3.1.6). One of the numerous examples of a productive exchange occurred during a Multiple Subject Credential Program Advisory Board meeting when sharing year-out new teacher perception data with the board. The discussion yielded commentary and recommendations for expanding candidate preparation to use educational technology. This helpful advisory board discussion led to the writing of a grant proposal seeking intramural grant funds for an experimental technology rich block for the fall 2007 semester (3.1.7). The funds support the purchase of laptops for candidates, and three units of assigned time for the block leader to enrich methods courses with educational technology that will require candidates to become familiar with new technology as well as model the use of these approaches for candidates, who will in turn use these approaches with students. The candidates will student teach in a Fullerton school with a one-to-one [laptop learning program](#), and block faculty are either technology proficient or have selected affiliation with this block in order to increase their technology skills.

An issue of how best to resolve inconsistencies in required early fieldwork across institutions is another example of collaborative discussion and problem solving addressed by the Regional Teacher Education Committee (RTEC), a board with community college partners (3.1.8) whose students transfer to CSU Fullerton as juniors into the Streamlined Teacher Education Program (STEP). Meeting discussions produced problem solving and mutual agreement.

While the placement process for each of the three initial programs varies somewhat due to individual program design and delivery, common guidelines govern field placement, type and frequency of university supervision, and selection of master teachers. These include (1) careful coordination of placement between the university and the school district, (2) consistent university supervision, and (3) clear and ongoing communication between the university supervisor and master teacher.

In the Multiple Subject Credential Program as described in the [Program Handbook](#), each block (cohort) maintains a permanent list of specific schools in various districts where candidates complete their field placements and student teaching. Prior to the start of each semester, the block leader and the university supervisors who work in that block contact the principals of the designated schools and jointly select the master teachers. This permanent block-school arrangement has created long-term relationships based on trust and shared goals between the program faculty of each block and the school site personnel. It also makes for open communication between the block leader, university supervisor, and site administrator (3.1.9).

The Single Subject Credential Program, as described in the [Program Handbook](#) has relationships with six [Professional Development Districts \(PDDs\)](#) where all field experiences occur. Consultation, cooperation, and collaboration for student teacher placements occur with each PDD through an assigned faculty member from the Secondary Education Department who serves as the coordinator for that PDD. The coordinator represents the university in that district, conducts on-site seminar classes, and provides counseling and advisory services to candidates. A teacher in each PDD serves as a liaison between the district and the university, assists in candidate placement in the district, and participates in on-site seminar classes for candidates (3.1.10). The district's teacher representatives are members of the Secondary Education Cooperative on Teacher Education Preparation (SECTEP).

In the Special Education Department, the [Program Handbook](#) explains that candidates complete two semesters of field placement during the Level 1 program. Mild/Moderate and Moderate/Severe candidates teach in both a K-12 general and special education placement. Early Childhood candidates teach both in an infant/toddler and a preschool placement. All candidates file a fieldwork profile form so prerequisite coursework can be verified before placement. Program Coordinators recommend placements and the Fieldwork Coordinator works with school districts throughout the area to establish final placements and select master teachers. Candidates completing general education student teaching are placed, whenever possible, in small cohorts at one of the four [Professional Development School \(PDS\)](#) sites. Interns are supervised in their intern job placement. Each semester, supervisors and candidates attend fieldwork orientations and seminars. Three of these are specialized training led by the program specialists in each credential area (3.1.11).

In California, an intern teacher is hired when a fully credentialed teacher cannot be found. The [Internship Program](#) accepts qualified candidates for the initial credential who have completed all intern prerequisite courses and who have been accepted into a credential program. These individuals may be hired by a school district that holds an [internship agreement](#) with the university. While working as an intern teacher, the candidate completes the credential. This formal process is managed through the university's Contracts and Procurement Office. The internship agreement must be signed by the superintendent, teacher's union representative, and approved by the school board (3.1.2). Both the district and the education unit agree to appropriate roles and responsibilities. The district agrees to provide a school-site support provider and to permit interns to leave the school

site in order to arrive at afternoon or evening classes. The education unit arranges for a university supervisor. This arrangement assures that the intern teacher candidate receives both district and credential program support via methods courses and clinical supervision. The intern program is supported by a grant through the California Commission on Teacher Credentialing (CCTC), which enables the education unit to provide additional support beyond the credential program (3.1.12). Examples of this support are an intern/mentor training day, 40 hours of support for each intern from the mentor, and four substitute days each semester. Additional support has come from the state's Enhanced Intern Funding. The education unit has [internship agreements](#) with 89 school districts across four counties. For the 05-06 year, 213 intern candidates were enrolled. The Education Partnership Advisory Board includes representation from district intern partners and meets twice yearly (3.1.6).

### ***Advanced Programs***

Clinical practice and field experience is embedded throughout each advanced program, as many courses in each program have field-based assignments that serve to strengthen the link between theory and practice. For example, most advanced candidates are employed in school districts, and therefore the candidate's school site serves as the field site for implementing instructional practice. In cases where candidates do not have a school site or classroom, they find a setting, with school administration and faculty approval, where they can complete field requirements. Communicative Disorders credential candidates are placed in schools where long-term relationships have been established. An Advisory Board consisting of speech-language pathologists from the community meets once per semester to review aspects of the program and provide feedback. On the basis of recommendations from the Communicative Disorders Advisory Board, new concepts and course material were added along with the requirement of demonstrating competence of the material during clinical practice (3.1.13). The Council of Educational Leadership candidates also provide feedback about their programs' field experiences (3.1.14).

Other general types of collaboration with educational partners include a county-wide collaborative among all 28 school districts and all nine credential-granting institutions in Orange County who meet regularly to address matters of common interest and concern, such as how to address the systemic problem of the lack of a sufficient number of speech pathologists (3.1.14). Several faculty members serve as advisory board members for school district Beginning Teacher Support and Assessment (BTSA) programs. The North Orange County BTSA program is the only one in the state headed by university faculty (3.1.15).

## **Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Experiences**

In *Initial Programs* early and frequent field experiences and supervised clinical student teaching experiences are an integral part of the curriculum. Credential applicants must provide documented experiences with P-12 students such as summer camps, community centers, or churches (3.2.1). Early fieldwork experiences are requirements in prerequisite courses (3.2.2). A carefully planned sequence of field experiences and student teaching is embedded throughout the programs. All candidates spend a minimum of 550 hours in a variety of classroom settings that allow candidates to move from observing, to participating with small groups and individual students, to a full student teaching experience when they assume responsibility for all aspects of the classroom and instruction. In methods courses, candidates conduct several types of field based assignments that include focused written observations, small group tutoring, planning and teaching lessons, reading and math case studies that include assessment, and planning and instruction based on the



assessment, and a variety of other field assignments. Candidates are placed in settings with special needs students and English learners, and they utilize educational technology both for instructional purposes and for tracking student progress. Candidates prepare lessons using [TaskStream®](#), a web-based provider of tools supporting standards based instruction. Candidates are continually evaluated on these field experiences by both the classroom teacher and the course instructor (3.2.3). Methods courses and concomitant field experiences are “front loaded” into the first part of the semester and full day student teaching occurs in the second portion of the semester. This arrangement allows for repeated cycles of university instruction and application to classroom practice. Key field experiences and student teaching experiences are seen in Table 3.1 Field Experiences and Clinical Practice by Program.

Candidates in *Advanced Programs* complete numerous fieldwork experiences appropriate to their specialization. For the vast majority of candidates, this is accomplished in their own classrooms since most are practicing P-12 educators. Several field-based assignments are required throughout advanced programs that include, for example, case studies, action research, self-analysis and critique of a videotaped segment of one’s own teaching, and assignments with students who are in some way different from the candidates themselves. Communicative Disorders candidates complete a minimum of 375 hours in three clinical practica, two on campus in a clinic under the supervision of a university instructor, and one at a school site under the direction of a site master clinician and a university supervisor. Reading candidates complete 50 hours of clinical experience practicing techniques and methods for the prevention and treatment of reading difficulties for both non-readers and struggling readers, and individual remediation of students with a disability, ages primary through adult. Educational Leadership candidates complete a list of CCTC-required field-based assignments under the direction of a school site or school district administrator (3.2.4). Field experiences and clinical practice for Initial and Advanced Programs are summarized in Table 3.1 Field Experiences and Clinical Practice by Program.

**Table 3.1 Field Experiences and Clinical Practice by Program**

<b>INITIAL PROGRAMS</b>			
<b>Program (Initial)</b>	<b>Field Experience Observation and/or Practicum)</b>	<b>Clinical Practice (Student Teaching or Professional Clinical Work)</b>	<b>Total Number of Hours</b>
Multiple Subject Credential (K-8)	EDEL 315 45 hrs EDEL 325 5 hrs. EDEL 430 90 hrs EDEL 438 15 hours <b>Total: 155 hours</b>	Student Teaching: 13 wks total full time teaching: 5-8 weeks primary level, and 5-8 weeks upper elem level <b>Total: 390 hours</b>	545 hours
Single Subject Credential (9-12)	EDSC 310 40 hours EDSC 440F 4 120 hours <b>Total: 160 hours</b>	449 I 270 hours 449E 120 hours <b>Total: 390 hours</b>	550 hours
Special Education (Preliminary Level I)	SPED 371 – 40 hours SPED 438 15 hours EDSC 310 or EDEL 315 – 40-45 hours <b>Total: 95 hours</b>	439 - 240 hours 489A or B - 240 hours <b>Total: 480 hours</b> OR 489C and 489D (ECSE) <b>Total: 480 hours</b>	580 hours (MM/MS)  575 hours (ECSE)

<b>ADVANCED PROGRAMS</b>			
<b>Program</b>	<b>Field Experience Observation and/or Practicum)</b>	<b>Clinical Practice (Student Teaching or Professional Clinical Work)</b>	<b>Total Number of Hours</b>
Ed Leadership TIER I Preliminary Admin Services Credential  TIER II Professional Administrative Services Credential	Must have 3 years teaching experience for admission to program  Must hold Preliminary Admin Services Credential and have full-time job as administrator for admission to program and create Induction Plan for field assignment for staff development at school site	EDAD 567 – a minimum of 30 hrs each semester	120 hours (est)
EDEL Master's	Must have a teaching credential for admission into program (minimum of 545 hours total of field experiences and student teaching)	Must have access K-8 students to complete field based assignments for  EDEL 521 EDEL 529 EDEL 552 EDEL 530	50 hours (est)
HCOM Clinical Rehabilitative Services Credential Program in Language, Speech, and Hearing	Field experiences	HCOM 458 – 25-40 hrs HCOM 558A- 25-40 hrs HCOM 468- 10-15 hrs. HCOM 485- 10-15 hrs. HCOM 489A-100-150 hrs. HCOM 558C- 10-20 hrs. HCOM 559A- 150 hrs. HCOM 559B- 50-150 hrs.	375 clock hours
Reading Advanced Credential, Master's	READ 508 - 5 hrs READ 516 – 15 hrs READ 560 – 5 hrs	READ 581 25 hours Reading Clinic	50 hours
Secondary Education Master's		Must have access to students 8-12 to complete field based assignments for  EDSC 506 EDSC 522 EDSC 530 EDSC 535 EDSCS 536 EDSC 550 EDSC 591	50 hours (est)
Science Education		SCED 442 and SCED 449S - Must have access to students through student teaching experience to complete assignments. 270 hours	390 hours

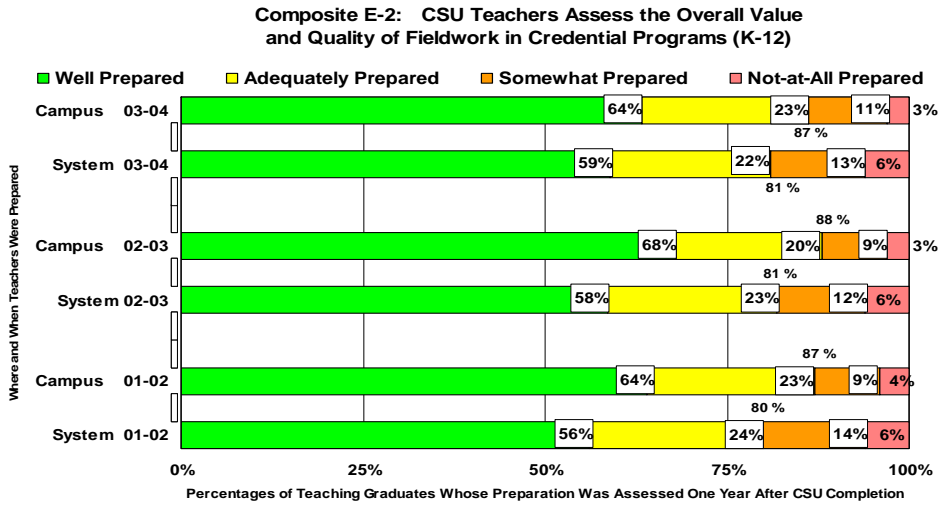
		<p>SCED 449S - Same reason as above; however, fewer hours to complete assignments. 120 hours</p> <p>Total: 390 hours</p> <p>SCED 598 – May involve access to K-12 students in order to complete study for thesis</p>	
Special Education Professional Level II	<p>SPED 529 – Induction Plan (10 hours)</p> <p>SPED 496 – Professional Development (20 hours)</p> <p>SPED 533 – Induction Portfolio (10 hours)</p>	<p>SPED 551</p> <p>Must have access to K- 12 students in order to complete required field-based assignments</p>	50 hours (est)
Teaching English as a Second Language	<p>TESL 400</p> <p>7 hours observation</p> <p>TESL 509</p> <p>TESL 510</p> <p>TESL 515</p> <p>TESL 525</p> <p>(These include service-learning, tutoring, assistant teaching)</p> <p>20 hours participation (total)</p>	<p>TESL 596 – Student teaching</p> <p>45 hours</p>	72 hours

The [conceptual framework](#) is reflected in field experiences. [Table 2.1](#) aligns expected outcomes with candidates’ abilities to demonstrate institutional and professional standards in the field. For example, candidates in initial programs are assessed on the California [Teaching Performance Expectations \(TPEs\)](#) both by university supervisors and master teachers. Similarly, for each advanced program, institutional and professional standards are linked to clinical practice. See the [Advanced Program Alignment Matrices](#) for the alignment of program outcomes and professional standards for each of the unit’s advanced programs (2.1.3). For example, in the Reading Department, clinical experiences are aligned with both International Reading Associate professional standards and with the CCTC requirements for field experiences. In the Communicative Disorders Program, clinical practica are aligned with required clinical experiences designated by the American Speech and Hearing Association.

***Initial Programs – Assessment of the Value of Fieldwork***

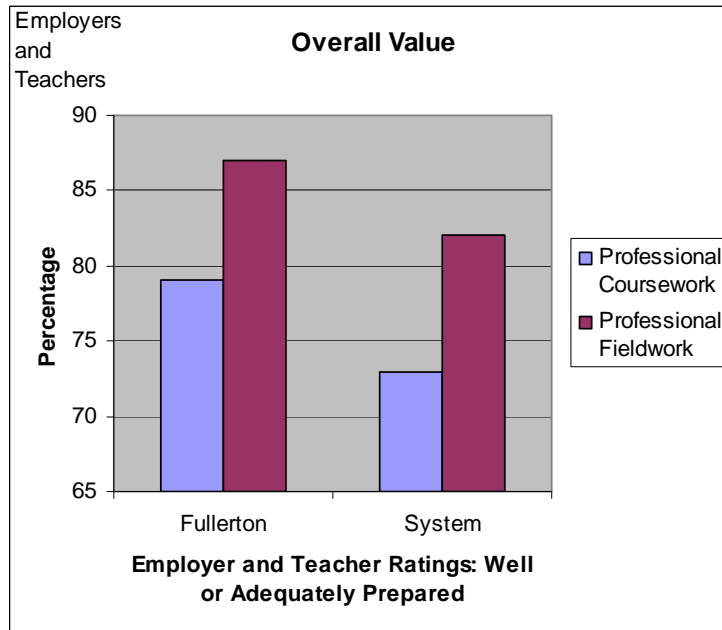
Two data sets help determine the effectiveness of field experiences for initial programs (3.2.5). The first is drawn from the CSU Systemwide Survey ([Figure 3.1](#)). Results indicate that for the years from 2001-02 to 2003-04 not less than 86% of credential graduates, after one year of employment, rate the value of their field experience in the credential programs as having prepared them adequately or well for their first year of teaching (3.2.5).

**Figure 3.1**  
**CSU Fullerton Graduates' Satisfaction with Overall Value of the Quality of Fieldwork in Initial Programs**



The following graph shows that about 84% of the 2004-05 CSU Fullerton credential graduates who taught in 2005-06 and their supervisors rated their field experiences as preparing them adequately or well for their first year of teaching, comparing favorably with the CSU systemwide rating of the value of fieldwork (Figure 3.2).

**Figure 3.2**  
**Participation in the Systemwide Evaluation by CSU Teaching Graduates and by the Supervisors of Their K-12 School Employment (Spring 2006)**



These two sources of data help triangulate findings that many credential graduates as newly employed teachers and their supervisors value the field experiences that are a critical and integral component of the initial programs.

**Advanced Programs- Assessment of Increased Effectiveness to Work in the Field**

The mid-point and exit surveys that all [advanced candidates](#) are required to complete include several items with implications for the field. Nine items ask candidates to respond to how well their program is preparing them (mid-point) or how well their program prepared them (exit) for improved ability to work in the field (3.2.6).

- Assignments that help me link theory to practice
- Collaboration with other professionals in school settings
- Use of technology to support teaching and learning, or as appropriate to role in schools
- Preparation to make informed decisions faced as a professional
- Ability to promote equity and diversity
- Ability to identify needed change
- Ability to influence decision-making
- Qualified me to accept leadership roles
- Improvement as a reflective practitioner

Presented in Table 3.2 are two semesters of data from the exit survey, indicating overall satisfaction with enhanced preparation for the field, with “improved ability to use technology as a resource” rated as the lowest area of candidate satisfaction (78% for fall 06 and 89% spring 07). While two semesters of data are useful, the education unit will continue to collect and examine these data, comparing mid-point and exit data, and in consideration with other data gathered, discern any areas for improvements.

**Table 3.2 Advanced Programs Exit Survey Responses – Fall 2006 and Spring 2007**

	Fall 2006 N=63		Spring 2007 N=172	
	Agree/ Strongly Agree	Disagree/ Strongly Disagree	Agree/ Strongly Agree	Disagree/ Strongly Disagree
<b><i>My master's program provided...</i></b>				
assignments that help me link theory to practice.	(59) 94%	(4) 6%	(157) 95%	(15) 5%
<b><i>As a graduate of this program, I...</i></b>				
increased my ability to collaborate with other professionals in school settings.	(59) 94%	(4) 6%	(165) 96%	(7) 4%
increased my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.	(49) 78%	(14) 22%	(154) 89%	(23) 11%
am now better prepared to make informed decisions about problems that I face as a professional.	(61) 96%	(2) 4%	(162) 94%	(10) 6%
improved my ability to promote equity and diversity.	(56) 89%	(7) 11%	(164) 95%	(8) 5%
am now more able to identify needed change.	(62) 97%	(1) 3%	(166) 97%	(6) 3%
improved my ability to influence decision-making.	(60) 96%	(3) 4%	(161) 94%	(11) 6%
feel qualified to accept leadership roles.	(60) 96%	(3) 4%	(163) 95%	(9) 5%
have improved my ability to be a reflective practitioner.	(61) 96%	(2) 4%	(165) 96%	(7) 4%

**University Supervisors and Master Teachers**

Candidates are supervised by full time tenured and tenure-track [faculty](#), and full- time and part-time lecturers. Tenure-track faculty have a minimum of three years of classroom teaching. Full-time part-time lecturers meet university and education unit requirements. These include holding a master’s

degree and a teaching credential, and at least three years of teaching experience, although the average number of our lecturers' years of teaching experience is 20 years (3.2.7).

Part-time lecturers who supervise are prepared through orientation sessions and supported by regularly scheduled part-time lecturer and supervisor meetings at a minimum of twice each semester (3.2.8). (There is an overlap between part time lecturers and university supervisors since some individuals teach methods courses as well as supervise student teachers). They receive a university email account and an orientation to Blackboard so that they can maintain email communication and discussion groups with their student teachers and post useful instructional material, notes, and other supportive materials. They are required to take a three-hour "smart classroom" orientation. They also receive an orientation for conducting an electronic summative assessment for their student teachers.

Each semester candidates complete a standard field supervision evaluation form for the university supervisor with a Likert-type scale and opportunity for written comments (3.2.9). Annually, all part-time faculty prepare and submit a portfolio that includes computer-generated analyses of candidate responses to the evaluations, and a reflective narrative on their supervision, noting successes and any areas for improvement. The portfolios are reviewed by the department's personnel committee, providing written feedback and evaluation. Supervisors who receive a rating of good to excellent per department standards are retained (3.2.9).

While the master teacher selection process for each of the three initial programs varies somewhat due to individual program design and delivery, common guidelines govern the selection process, and are decided jointly between education unit and school district personnel. Guidelines include appropriate credentialing for the subject/grade taught, tenure in the school district, a minimum of three years of teaching experience, on-going professional growth, and school site recommendation (3.2.10). Master teachers receive university preparation and support for fulfilling their roles. They receive an initial orientation letter, an orientation by the university supervisor, and a master teacher handbook (3.2.10). Depending on the program, the university supervisor or the PDD coordinator serves as the point of contact for addressing concerns that may arise. They have weekly contact with the supervisor when student teaching observations occur, and are involved in three-way conferences that include the student teacher. Similar care is taken in support of intern candidate mentors, or "intern buddies" (3.2.11).

### **Element 3: Candidates' Development and Demonstration of Knowledge, Skills and Dispositions to Help All Students Learn**

In the [candidate proficiencies aligned with professional, state, and institutional standards](#), all initial and advanced candidate assessments are linked to institution, state, and professional standards, which include standards related to implementation and performance in the field (3.3.1). To assist candidate understanding of these important connections, professional and institutional standards are included in the [education unit's syllabi](#). Clinical experiences and courses with field components are seen in [Table 3.1](#) Field Experience and Clinical Practice by Program.

For *initial programs*, the [Transition Chart](#) lists the assessments and level of proficiency that each candidate must meet in order to transition to student teaching (Transition Point 2) and to exit student teaching (Transition Point 4). Examples of assessments prior to Transition Point 2 include signature assignments such as reading and mathematics case studies, lesson plans, and field observations (3.2.3). Formative assessments of student teaching, both oral and written, are provided



throughout the experience on a regular basis by the master teacher and the university supervisor (3.3.2). Summative assessments, also completed by both of these individuals, are based on the [Teaching Performance Expectations \(TPEs\)](#). A candidate must receive a score of 2.85 on the final student teaching experience (3.3.3). Intern candidates experience supervised student teaching under the direction of a master teacher and must be rated at the same level of competence as a non-intern candidate. For the Multiple Subject Credential Program (MSCP), electronically submitted scores by each candidate's master teacher and university supervisor were collected for fall semester 2006 and spring semester 2007. Enhanced development of the education unit's assessment system will permit collection for all initial credential candidates in the fall of 2007. The pass rate for the [TPE evaluations](#) for the 06-07 year was 100%.

Methods courses teach candidates about many different types of assessments. Examples include individual reading inventories and sorting a pre-assessment of a class set of papers and designing subsequent lessons. Candidates are required to use student assessments to design appropriate instruction, and are assessed on their ability to design and teach appropriate lessons (3.2.3). Several exhibits demonstrate candidate lesson plans with reflection and supervisor feedback (3.3.4). As reflected in each program's standard lesson plan format, for each lesson taught, candidates are required to plan for and teach all students including English learners and special needs students (3.3.4). Program policies outlined in each of the three initial credential program handbooks specify the requirement for all candidates to student teach in a classroom with English learners and special needs students. Each candidate must have a student teaching placement in a school with diverse students (3.3.5). Additionally, electronic access is a rich resource that allows for one-on-one candidate-supervisor guidance, shared reflections on lessons, and through Blackboard, small group discussions in support of peers' teaching and reflections (Exhibit 3.3.6).

Single Subject Credential Program (SSCP) candidates complete [Teaching Performance Assessment \(TPA\)](#) Tasks 1, 2, and 3. TPA implementation for all initial candidates will be in place for spring 2008. The TPA tasks are designed to measure aspects of the TPEs and to assess what beginning teachers should know and be able to do before receiving an initial credential. Task 3, with attention to diversity, requires the candidate to make assessment adaptations for two focus students, an English learner and a student identified with special needs. The candidate scores, reviews, and analyzes evidence of student learning, reflects on implications, and submits scoring scales or rubrics if appropriate (3.3.7). Candidate performance on Task 3 has improved in the last four semesters (Table 3.3).

**Table 3.3 SSCP Candidate Performance on TPA Task 3**

Semester /Year	Cohort	Overall % Pass
Spring 2006	4	99
Fall 2006	3	99
Spring 2006	2	95
Fall 2005	1	82

Credential programs have [support systems](#) in place to assist candidates who experience difficulty in any aspect of their professional development, including fieldwork. However, when a candidate does not demonstrate sufficient growth and development, it is necessary to remove this individual from a program (3.3.8). The education unit maintains careful documentation of efforts to support these candidates and to remove candidates who do not improve their performance, as well as to ensure due process.

### ***Advanced***

Because the vast majority of candidates in advanced programs for teachers are practicing in their own classrooms, a transition point for advanced candidates to clinical practice is not included. However, several courses in each advanced program for teachers include many and substantial classroom based assignments such as case studies and action research ([Table 3.1](#)). Candidates who do not teach in classrooms are required to seek a classroom in which these assignments can be carried out (3.2.4 and 3.3.9). Additionally, the capstone experience for advanced candidates is typically either a master's project or a comprehensive exam in which the candidate is assessed on knowledge of research and theory, and practical application to the field.

An example of advanced clinical work is seen in the Reading program requiring 50 clinical hours. Half of these hours are completed in a Reading Clinic under the supervision of faculty. Candidates administer assessments, prescribe and provide interventions, reassess for progress, and maintain written reflections as developing professionals. Many of the students in the Reading Clinic are English learners or students with special learning needs. Faculty provide formative assessment and a final grade for the practicum. Another example of clinical work is from the Administrative Services program that requires candidates to work with a district- and university-approved mentor who oversees field experiences. The mentor assesses the candidate's field-based progress that guides planning for subsequent semesters of fieldwork (3.3.10). Candidates develop and are assessed on their ability to work with diverse students and their families. They articulate their personal and professional ethics, and reflect on their developing capacity for leadership.

Each program has identified one course that all candidates must take in which they are required to complete a substantial assignment in the field with students who are in some way different from themselves (see [Table 2.4](#)). Each candidate's score is recorded and gathered at the program level and aggregated at the unit level. Each candidate must achieve a minimum of 75% percent on the assignment as one measure of the candidate's ability to meet the education unit's requirement for the ability to work with diverse students. The data seen in [Table 4.3](#) shows that advanced candidates are required to work with diverse students, and that the vast majority are successful per the percentage that "meets expectations" according to the analysis on this particular assignment. Overall fall 2006 and spring 2007 pass rates are 96% and 99% respectively.

The education unit provides guided field and clinical experiences in cooperation and collaboration with its' school partners. These experiences are guided by knowledgeable and trained university supervisors and master teachers. Data indicate that candidates value the field experiences as an integral part of their professional development.

### **STANDARD 4: DIVERSITY**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse student in P-12 schools.*

In our institution and our region, diversity is woven into the fabric of daily life. There is no ethnic or racial student majority at CSU Fullerton. Of the university's tenured and tenure-track faculty 26% are non-Anglo. The public school student population in Orange County is comprised of 28% English learners. On average 10% of the students in the surrounding school districts require special learning needs. P-12 public school students in Orange County span the socioeconomic (SES) continuum from upper middle class to 38% who qualify for free or reduced meals. Responsibility to

the P-12 students in our region requires the education unit to graduate candidates with the knowledge, professional expertise, and dispositions to address the needs of all students.

### **Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences**

Through carefully developed curriculum, field, and clinical experiences, initial and advanced candidates learn about, develop, practice, demonstrate, and are assessed on their abilities to work with all students. In the education unit, a variety of assessments are used that provide feedback and guide areas for improvement both for candidates and programs. Specifically, drawing from the education unit's assessment system, we assess the candidates' ability to

Program Outcome 2: a) promote diversity

Program Outcome 3: a) become change agents

Referring to our conceptual framework, a change agent seeks necessary educational modifications to improve learning outcomes and the environment for *all* students.

#### ***Initial Programs***

Prior to initial program admission, candidates must complete a 3-unit course that provides context and constructs for examining diversity (4.1.1). A second requirement is a course on teaching English Learners. It addresses theoretical constructs and stages of language development, assessments for English learners, and effective strategies and approaches for lesson design and delivery (4.1.2). Throughout each of the three initial programs, candidates continue to expand and deepen their knowledge about all types of diversity, and they have many field experiences in both observing and working with students with varying learning needs. Upon completion of an initial credential, candidates will have completed a minimum of 20 course assignments that address some aspect of diversity, and a basic minimum of 200 hours in a supervised clinical experience in which they are directly designing and delivering instruction to diverse students (4.1.3).

All candidates are required to complete a student teaching placement in a classroom with students who need differentiated instruction (4.1.4). University supervisors monitor selection of placements and verify by their signatures that their candidates have had ample opportunities to engage in instruction for diverse learners. (4.1.5). All candidates are required to use standard lesson plans that include planning and instruction for all students. They develop and teach a unit of study in a content area that includes planning for and assessing a range of learners. University supervisors and master teachers provide formative assessment to candidates on their ability to teach diverse students (4.1.6).

Throughout several field experiences that lead to student teaching, candidates observe in classrooms and communities with diverse populations, and build broad understanding about diversity (4.1.7). They eventually begin to design and deliver lessons that consider students' backgrounds and include modifications for English learners and special needs students, and struggling readers. The California [Teaching Performance Expectations \(TPEs\)](#) 7 (English learners), 8 (Learning About Students), and 11 (The Social Environment) address elements pertinent to NCATE Standard 4 (4.1.8). Candidates' performances on the TPEs are assessed on a four-point rubric in the field by the master teacher and the university supervisor, and form the basis of a numeric summative assessment. A candidate must receive a minimum average score of 2.85 in the final placement from both the university supervisor and the master teacher to be considered as having met the passing standard.

**Table 4.1 Candidate Pass Rates on Three TPEs Related to Diversity\***

	Fall 06		Spring 07	
	% pass	% did not pass	% pass	% did not pass
<b>TPE 7</b> (Teaching English Learners)	N=167 83%	17%	N=292 90%	10%
<b>TPE 8</b> (Learning About Students)	N=203 93%	7%	N=331 95%	5%
<b>TPE 11</b> (The Social Environment)	N=202 90%	10%	N=333 92%	8%

\*Scores represent pass rates for the MSCP and will be aggregated for all initial programs beginning in fall 2007 given enhanced ability to electronically gather these data.

Annually, about 8% of the multiple subjects credential program candidates are enrolled in the Bilingual Cross-Cultural Language and Academic Development (BCLAD) Emphasis in Spanish, Korean, Vietnamese, or Chinese (Mandarin). The BCLAD Emphasis attracts candidates who are linguistically and culturally competent in the target area. Through coursework and fieldwork, they develop the professional skills to teach in English and the target language, and to work with students and their parents in linguistically and culturally competent ways. BCLAD candidates experience the same credential program as non-BCLAD candidates, however with additional coursework (one course for Spanish BCLAD and two courses for the Asian BCLAD), and they complete one field experience in a classroom with students of that target population. Typically, the program offers one Spanish BCLAD cohort each year, staffed with tenured and tenure track Spanish-English bilingual faculty who teach the courses. The Asian BCLAD program is offered through a consortium of five CSU campuses in the Los Angeles basin, each taking turns in offering the cultural or methods courses in the target language. Therefore, Asian BCLAD candidates complete the standard credential program on this campus, and take the extra coursework at the campus that offers the extra courses during that particular semester. The Asian BCLAD program is governed by a board with representatives from each participating campus and meets once per semester (4.1.9). Multiple Subject Community Advisory Board members have noted the high level of satisfaction with Fullerton BCLAD-prepared teachers (4.1.10).

Candidates must demonstrate the ability to adhere to the education unit's [Professional Dispositions Statement](#) (4.1.11). The education unit has an alert and improvement procedure for any candidate experiencing difficulty maintaining professional dispositions. Such candidates receive verbal and written feedback from university faculty or the university supervisor about the specific behavior or lack of behavior that has created the area of concern, verbal and written feedback about what the candidate must do to meet the program requirements, and a timeline within which improvement must occur. Prior to scheduling an alert conference with the candidate, the university supervisor will have communicated with the master teacher and other university faculty who work with this candidate to seek input and to ensure that these individuals agree on the area of concern, and what behaviors the candidate must demonstrate that are consistent with program expectations (4.1.12). If the candidate does not meet the expected program requirements, then he or she is removed from the program. The education unit's [Policy One](#) governs the removal and candidate due process (4.1.13).

***Data driven decisions***

The CSU Candidate Exit Survey and the CSU systemwide survey (completed by new teachers and their supervisors) are sources of data sets for assessing program effectiveness on instruction for diverse students. Data from the CSU systemwide survey is summarized in [Table 4.2](#) (4.1.14).

**Table 4.2 Fullerton Prepared Teachers and Their Employers Assess Preparation . . .**

Year	Well or adequately prepared (%)	Somewhat prepared (%)	Not at all prepared (%)
<b>...for equity and diversity</b>			
04-05	85	13	2
03-04	82	16	2
02-03	81	17	2
01-02	81	16	2
<b>...to teach English learners</b>			
04-05	88	10	1
03-04	84	14	2
02-03	81	16	3
01-02	89	9	2
<b>...to teach special needs learners in inclusive settings</b>			
04-05	84	15	2
03-04	80	17	3
02-03	78	19	3
01-02	81	17	2

Several advisory boards and department chairs and faculty examine and discuss these and other data sets that are gathered and aggregated at transition points. In having analyzed and discussed these data sets over time, we sought to strengthen these elements of our programs in some of the ways that we indicate below. We are pleased to note a general upward trend indicating that program graduates and their immediate supervisors are increasingly satisfied with the level of preparation to teach all students. The dean will charge a college-wide task force with making suggestions to continue to improve candidates' ability to teach students with exceptional needs in inclusive classrooms and English learners (4.1.15).

Examples of faculty development and recently implemented measures to improve outcomes for candidates who teach all students are

- A required student teaching placement with English learners and students with exceptionalities (4.1.4)
- A standard lesson plan format in all initial programs that requires lesson design and delivery of instruction to English learners and students with exceptionalities (4.1.5)
- Field assignments such as community walks that require candidates to conduct ethnographic studies, and visits to community locations that expose them to cultural experiences different from their own (4.1.7)
- New course material that address working with special needs students including resources from [Ideas and Research for Inclusive Settings \(IRIS\)](#) and the Vaughn, Bos and Schumm text *Teaching exceptional, diverse and at-risk students* and *Brief Reference of Student Disabilities* (4.1.16)
- New course materials that address students of varying cultural backgrounds and with English learners (4.1.17)
- Faculty development sessions offered by faculty within the college (4.2.5).
- A faculty development conference sponsored by the Chancellor's Office that addressed best practices culled from the 23 campus system (4.2.6).

***Advanced Programs***

Early in their program, all candidates must complete an [online diversity survey](#) that requires candidates to identify the demographics of the school in which they work, indicating the percent of the student population that is different from the candidates' (4.1.18). Results from this survey over three semesters indicate that at least 62% of our advanced candidates work in a setting in which at least 21% of the student population is in some way different from themselves -- exceptionally, linguistically, ethnically, and/or SES. (See [Table 4.9](#) Advanced Candidates Reporting on School Diversity.) The diversity survey assignment brings forth the critical nature of continually improving candidates' professional knowledge and ability to work with diverse students, and provides opportunities for classroom discussion and reflection on types of differences and ways in which teachers can address and include students' diversity.

Each advanced program has identified one course that all candidates must take, and that includes a substantial assignment to be conducted in the field with students who are ethnically, racially, culturally, exceptionally, and/or linguistically different from the candidates themselves. Examples include in-depth case studies, action research, and policy analysis and development for pupil academic performance improvement (4.1.19). Within each program, instructors of all sections of the designated course use the same assignment and scoring rubric to assess this assignment. Each candidate’s score is recorded and gathered at the program level, then reported to the unit level where they are converted to percentages (Table 4.3). Each candidate must achieve a minimum of 75% on the assignment as one measure of the candidate’s ability to meet the education unit’s requirement for Program Outcome 2: a) promote diversity and Program Outcome 3: a) become change agents. These data demonstrate that advanced candidates are required to work with diverse students, and that the vast majority are successful (per the percentage that “meets expectations” according to the analysis on this particular assignment).

**Table 4.3 Diversity Assignment Scores**

Program	Fall 2006		Spring 2007		Summer 07	
	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations	Meets Expectations	Does Not Meet Expectations
Educational Leadership (EDAD)	26 (89%)	3 (11%)	*	*		
Elementary & Bilingual Education (EDEL)	47 (98%)	1 (2%)	22 (100%)	0 (0%)		
Secondary Education (EDSC)	*	*	*	*	36 (100%)	0 (0%)
Communicative Disorders (HCOM)	9 (100%)	0 (0%)	12 (100%)	0 (0%)	*	*
Reading (READ)	17 (100%)	0 (0%)	34 (97%)	1 (3%)		
Special Education (SPED)	*	*	53 (98%)	1 (2%)		
Teaching English to Speakers of Other Languages (TESOL)	*	*	16 (100%)	0 (0%)		
<b>Avg. Aggregated by Unit</b>	<b>99 (96%)</b>	<b>4 (4%)</b>	<b>137 (99%)</b>	<b>2 (1%)</b>	<b>36 (100%)</b>	<b>0 (0%)</b>

\*course not offered

In addition to this key assignment, candidates complete assignments in other courses and in field or clinical experiences that require them to work with diverse students (4.1.20, 4.1.21).

All advanced candidates must take an [online survey](#) after completing one-half of the program (mid-point survey) and upon program exit (exit survey). The surveys ask students to self-assess their knowledge, skills, and dispositions as a result of their program of study. Two of the questions address working with diverse students, and provide important assessment of the unit’s program outcomes. Results from the two questions taken from the exit survey are seen in [Table 4.4](#) aggregated across the unit (4.1.22).



**Table 4.4 Results From Exit Survey on Questions Relating to Diversity**

EXIT SURVEY								
<i>My program helped me improve my ability to promote equity and diversity.</i>								
Summer 06*			Fall 06			Spring 07		
Strongly Agree 53%	Agree 43%	Disagree 4%	Strongly Agree 48%	Agree 41%	Disagree 11%	Strongly Agree 10%	Agree 86%	Disagree 10%
<i>My program helped me improve my ability to identify needed change.</i>								
Summer 06*			Fall 06			Spring 07		
Strongly Agree 43%	Agree 46%	Disagree 3%	Strongly Agree 62%	Agree 37%	Disagree 2%	Strongly Agree 42%	Agree 44%	Disagree 4%

\*Available for Educational Leadership candidates only

***Data driven decisions***

The exit survey data indicate that no less than 86% of advanced candidates agree or strongly agree that their program of study helped them improve their ability to promote equity and diversity and helped them identify needed change. The unit’s assessment committee and other stakeholders will examine findings from these two candidate self-assessment surveys and other data. Data gathered over a longer period of time will be instrumental in tracking these outcomes in the interest of making necessary programmatic adjustments.

**Element 2. Experiences Working with Diverse Faculty**

Candidates in initial and advanced programs have multiple opportunities to interact with faculty of diverse backgrounds. Additionally, they have experiences with faculty who have broad professional expertise and experience with many facets of diversity.

Many faculty of color teach either the required multicultural or second language development courses in initial programs, providing candidates not only with content knowledge but also with insights gleaned through personal experiences. For example in spring 2007, of nine sections of multicultural or second language courses in initial programs, five were taught by faculty of color. An important fact is that our diverse faculty teach a variety of courses across both the initial and advanced programs, according to their particular area of expertise, which include mathematics education, educational statistics, multiculturalism, second language development, educational leadership, reading education, the social studies, special education, teaching diverse student with special needs, and advanced curriculum and design. As such, candidate interaction with diverse faculty in initial and advanced programs is inevitable.

[Table 4.5](#) indicates that the ethnic and racial composition of the education unit faculty (full time in the education unit) is about on par with that of the university, and that females and Hispanics comprise a larger proportion of the faculty in the education unit as compared to the institution.

The faculty draw on a broad and rich knowledge base in matters pertaining to diversity. Of the education unit’s full-time faculty, 47% have published at least one peer-reviewed article in the past ten years, a total of 282 articles that address some aspect of diversity. Gender difference effect on student achievement, teacher preparation for English learners, increasing teacher diversity, leadership and diversity, involving minorities in urban education, cultural worlds of bilingual children, and building a bilingual learning community are just some examples of their research and scholarly work. Their research and scholarly pursuits are resources that they draw on to inform their

teaching, and are compelling indications of the commitment and intellectual passion they place on matters related to diversity.

**Table 4.5 Ethnic, Racial, and Gender Diversity of Education Unit & University Faculty for 2006**

	Full-time Lecturers in Education Unit	Full-time Lecturers in the Institution	% Tenured-Tenure Track Faculty in Education Unit	% Tenured-Tenure Track Faculty in the Institution
	N (%)	N (%)	N (%)	N (%)
American Indian or Alaskan Native	0	0	0	2 (0%)
Asian or Pacific Islander	0	12 (8%)	3 (6%)	101 (17%)
Black, non-Hispanic	0	7 (5%)	2 (2%)	11 (2%)
Hispanic	0	4 (3%)	8 (15%)	35 (6%)
White, non-Hispanic	18 (100%)	108 (76%)	40 (77%)	435 (72%)
Two or more races				
Other	0	3 (2%)	0	5 (1%)
Unknown	0	8 (6%)	0	13 (2%)
<b>Total</b>	<b>18</b>	<b>142</b>	<b>53</b>	<b>602</b>
Female	15 (83%)	76 (54%)	43 (81%)	254 (42%)
Male	3 (17%)	66 (46%)	10 (19%)	348 (58%)
<b>Total</b>	<b>18</b>	<b>142</b>	<b>53</b>	<b>602</b>

Data provided by CSUF [Institutional Research and Analytical Studies](#)

Faculty share their expertise in many ways that demonstrate their commitment to and involvement in local, state, and professional communities. Here we highlight examples of faculty work that relate to matters of diversity.

Community participation has included (4.2.1)

- developing K-12 curriculum for a local museum about Tibetan art and bringing the Dalai Lama to Orange County to speak to students at a conference on Ethics for a New Millennium
- sharing expertise on national broadcasts and other venues about the illegal deportation of Mexican-Americans in the 1930s.
- providing expert testimony on special education

Faculty have presented at international conferences about diversity or diverse students (4.2.2).

Examples of grant work (4.2.3) by faculty include

- A school readiness program for instructional aides and parents of Spanish-speaking children
- An annually funded grant through the Chancellor’s Office that initially supported Hispanic classroom instructional aides to seek a teaching credential, and has been re-focused on increasing teacher preparation for math and the sciences
- A five-year \$1.77 million U.S. Department of Education grant, “On Track to Teaching” to prepare math and science special education teachers

Faculty work to promote diversity (4.2.4) has involved

- Several activities by the Untenured Faculty and Lecturer Organization (ULO) on issues of diversity
- Research to explore minority candidates' selection of careers

Examples of faculty-to-faculty professional development (4.2.5) include

- Workshops on special needs students
- Workshops for full-time faculty and university supervisors on culturally responsive teaching
- Professional development sessions on preparing pre-service teachers for English Learner instruction
- Workshops to analyze syllabi and plan together how to implement best practices in one's teaching

Attendance at a day-long faculty development session by 12 faculty from across the education unit sponsored by the CSU Chancellor's Office focused on areas in need of instructional improvement across the CSU, based on the CSU systemwide survey. Sessions addressed working with special needs students, best practices for at-risk students and English learners (4.2.6).

On the Fullerton campus, the [Office of Equity and Diversity](#), in close partnership with the Office of the Vice President for Academic Affairs, is the governing force that sets campus policy and oversees the hiring process for all full-time faculty positions (full-time lecturer and tenure-track positions), from initial submission requesting a new position to the final recommendation for hiring (4.2.7). As such, the institution ensures that search pools meet diversity requirements, and that policies are in place to promote the hiring of diverse faculty.

The university and the education unit engage in strategies to recruit and retain diverse faculty. The president has committed to hiring 100 tenure-track faculty each year between 2005 and 2010, with a focus on faculty of diverse backgrounds. In 2005, the university hired 65 new tenure track faculty, 16 men and women from minority groups, and 31 non-minority women. Statistics for the last five years indicate that of the 289 new tenure-track faculty, 83 (29%) were women and men of minority groups (4.2.8). In 2003, the president convened a campus-wide study group consisting of faculty and administrators to explore and report on obstacles the university faces in recruiting and retaining women and faculty of color, and to make recommendations for overcoming those barriers (4.2.9). General findings cluster around seeking ways to improve the retention, tenure and promotion process, institutional infrastructure and support, and student understanding of diversity issues.

A draft version of a Memo of Understanding (March 2007) is the first step in establishing a [Howard University-CSU Fullerton pre-doctoral internship program](#) whereby Howard University pre-doctoral candidates complete up to one academic year of an internship at CSU Fullerton. The link between the two universities assists Howard candidates in a pre-faculty experience in a diverse California urban institution and helps establish a potential hiring pipeline providing another opportunity to expand on the potential to hire diverse faculty (4.2.10).

In 2002, a group of twelve faculty convened to explore matters of diversity in teaching, scholarship, and faculty recruitment. With substantial representation from the College of Education, the faculty established an interdisciplinary, university-wide organization whose focus is research and scholarship on issues of race, ethnicity, gender, and/or social class. Researchers and Critical Educators (RACE) has provided university-wide distinguished speaker lectures and forums addressing issues of social justice, multiculturalism, diversity or equity. RACE faculty, as a group, have given two peer-reviewed presentations at national conferences on recruitment and retention of faculty of color, and continue to be a needed voice that urges the education unit and the university to increase the number of faculty of color. RACE received an internal grant to establish a variety of

activities to enhance university efforts to attract, recruit, and retain tenure-track faculty of color (4.2.11). The College of Education is most pleased to have hired [nine new faculty members](#) for the 2007-08 year, representing a range of diversity.

The ethnic and racial make-up of the teaching population of the ten most frequently used districts in which student teachers are placed is seen in Table 4.6. The education unit takes steps to select master teachers who hold appropriate credentialing that prepares them to teach diverse students. For example, Multiple Subject Credential Program master teachers must submit a form indicating that they hold the CLAD (Cross-Cultural Language and Academic Development) Emphasis or Certificate (4.2.12). Candidates must be placed with master teachers who will model appropriate instructional strategies, therefore requiring students with particular learning needs to be present in the classroom assigned for student teaching (4.1.4).

**Table 4.6 Teachers by Ethnicity and Race in the Top Ten Districts for Initial Clinical Practice**

District	Am Indian	Asian	Pacific Islander	Filipino	Hispanic	African Am	White	Multi/No Resp
Anaheim Union	.2	7.3	.3	.8	12.4	1.2	76.8	1.1
Capistrano USD	.1	2.4	0	.2	5.5	.5	90.4	.8
Fullerton Joint	.6	6.4	.2	.8	11.9	1.0	79.0	.2
Fullerton School Dist	0	8.9	0	.6	8.9	1.1	77.5	2.9
Garden Grove USD	.3	9.2	.3	1.0	7.3	1.0	78.4	2.5
Irvine USD	.3	5.9	.4	.6	2.9	.8	88.9	.3
Orange USD	.3	4.2	.1	.4	6.9	.8	87.0	.3
Placentia/Yorba Linda USD	.4	3.5	.2	.4	10.9	.8	83.8	0
Saddleback USD	.3	2.6	.2	.6	3.7	.7	92.0	0
Santa Ana USD	.6	4.5	.3	.9	28.5	2.1	61.6	1.6

Data provided by the California Department of Education, [Ed-Data Partnership](#).

**Element 3. Experiences Working with Diverse Candidates**

The institution has a richly diverse student population (4.3.1). The percentages of the student population (undergraduate and graduate) at the institution are Asian or Pacific Island students (22%), Hispanic (27%), and White, non-Hispanic (33%); 10% percent unknown, 4% percent other/international, and 3% percent Black, non-Hispanic. As such, students of all backgrounds are woven into all aspects of university life with opportunities to interact with each other in academic and non-academic settings. Student ethnicity, race, and gender in the education unit are seen in Table 4.7.

**Table 4.7 Candidate Diversity in the Education Unit**

Program	Women	Men	Am. Indian	Black	Hisp.	Asian	White	Inter-natl.	Unkn.
EDEL	92.8%	7.2%	0.04%	0.0%	22.1%	16.5%	48.4%	0.04%	12.1%
EDSC	62.5%	37.5%	0.8%	0.8%	26.0%	10.2%	48.4%	0.3%	13.5%
SPED	82.7%	17.3%	1.3%	1.7%	18.1%	9.4%	55.9%	0.2%	13.4%
READ	96.8%	3.2%	0.0%	0.0%	11.8%	8.6%	68.8%	0.0%	10.8%
TESOL	80.0%	20.0%	0.0%	0.0%	11.3%	27.5%	22.5%	26.3%	12.5%
HCOM	94.4%	5.6%	1.1%	3.4%	29.4%	13.6%	37.9%	1.1%	13.6%
MATS	83.3%	16.7%	0.0%	0.0%	25.0%	25.0%	25.0%	0.0%	25.0%

In 2006, the university became the first in the state and fourth in the nation for the number of bachelor's degrees earned by Hispanic students, and fifth in the nation for education degrees granted to Hispanics, according to the [National Center for Education Statistics](#) (4.3.2).

Student advisory boards and clubs in the education unit such as the Student California Teacher Association (SCTA), the Education Inter-Club Council and the award-winning Fullerton chapter of the Council for Exceptional Children (CEC) are examples of ways in which candidates work together. Another example comes from the placement of Asian BCLAD candidates in the Multiple Subject Credential Program. Candidates with this credential emphasis are placed in various blocks throughout the program. However, Spanish BCLAD students are placed in a single block due to Spanish language instruction that occurs.

The education unit makes several efforts to increase candidate diversity. In the Future Teachers program, high school juniors and seniors enroll in a three-unit CSUF course (EDSC 110 The Teaching Experience) that is taught at their high school. The course involves a weekly seminar, tutoring experiences, a special day on the university campus, and career and academic advising. About 70% of the 401 Future Teachers students are Hispanic. Teacher Track provides support funds for these students who enroll in math and science teacher education programs, and funding support for those who go on to add math or science authorization to the basic teaching credential (4.3.4).

Through the Regional Teacher Education Council (RTEC), several local community colleges partner with the education unit and campus Center for Careers in Teaching representatives to provide a continuum of preparing teachers for P-12 settings. RTEC meets twice per semester to maintain inter-institutional communication to support candidates who will transfer to CSU Fullerton's education programs. A lower division transfer package from community college to CSUF credential programs, carefully designed by the university and community college partners, allows students to transfer as upper division candidates (juniors) with 60 units and proceed into the Streamlined Teacher Education Program (STEP). Community colleges are a cost-effective and credit-efficient route to a teacher credential, and this partnership provides access to a significant number of candidates of color. At Santa Ana College in 2006, 79% of the candidates who participated in teacher preparation were Hispanic, up from 60% in 1998. Fullerton College teacher preparation candidates include 39% Hispanic, 38% Anglo, 11% Asian, 1.5% African American and 10% other. In the 2006-07 year, 509 STEP candidates were enrolled in one of three STEP phases at CSUF, and 203 registered as STEP students in the community colleges who will transfer to CSUF. It is expected that 61 candidates will be enrolled in Phase III, the credential program phase in the 2007-08 year (4.3.5).

#### **Element 4. Experiences Working with Diverse Students in P-12 Schools**

##### ***Initial Programs***

The P-12 student population in our surrounding area is one of the most diverse in the nation. Demographics of the ten school districts that receive a large percentage of our student teachers each semester appear in [Table 4.8](#) (4.4.1).

**Table 4.8 Demographics of Clinical Sites for Initial Programs**

	No. of Stdnt Tchrs Placed Fall 06	No. of Schls	No of Stdnts	Free or Red Lunch	Spec Educ	Engl Learn	Am Ind	Asian	Pacific Island/ Filipino	Hispan	Afric Amer	White	Multi or No Resp
Anaheim Union	59	21	33,112	47.9	12.7	25.8	.4	11.2	5.4	58.3	3.2	21.4	0
Capistrano USD	45	58	51,245	13.8	10.44	11.1	.3	5.3	1.6	18.2	1.3	67.7	5.4
Fullerton Joint	32	8	16,299	8.6	7.7	2.1	.2	17.3	2.6	46	2.4	26	5.5
Fullerton School Dist	47	20	13,890	40.3	10	26.8	.3	19.7	1.9	46.6	2.1	27.8	1.7
Garden Grove USD	31	67	49,574	60.2	10	46.7	.2	28.8	2.3	52.8	1.0	14.9	0
Irvine USD	32	33	25,496	6.2	9.1	12.2	.7	37.9	2.6	7.6	2.3	44.1	4.8
Orange USD	86	42	30,901	32.7	10	21.5	.5	10.1	2.1	43.4	1.7	39.3	3.0
Placentia USD	57	32	26,757	25.2	10	14.8	.2	9.4	1.1	31.5	2.1	55.8	0
Saddleback USD	57	37	32,264	14.8	9.92	9.8	.4	7.2	3.1	22.6	2.2	64.1	2.3
Santa Ana USD	38	60	59,310	71.7	9.35	55.8	.1	.7	.9	91.9	.7	3.4	.3

Data retrieved from [California Ed-Data](#)

In addition to the initial candidates' requirement to have at least one full-time student teaching experience, signed program exit forms, lesson plans and unit plans, field observation forms are structured so that field supervisors are required to provide candidates formative feedback on their ability to address teaching and learning for all students (4.4.2).

Candidate reflection on their own instruction is shared with field supervisors (4.4.3). Summative feedback from field supervisors and master teachers are based on [TPEs](#) (4.1.8) that specifically address the candidate's ability to plan and deliver instruction for all students (TPE 7, TPE 8 and TPE 11). Via required reflection papers, candidates must reflect on their teaching ability to address diversity (4.4.3). Peer reflection is also provided to candidates (4.4.4).

**Advanced Programs**

Data from the diversity survey that every advanced candidate must complete is reported in Table 4.9, indicating that at least 62% of our fall 2006 advanced candidates work in settings where at least 21% of the student population is in some way different from the candidates themselves.

**Table 4.9 Advanced Candidates Reporting on School Diversity**

Candidates reporting that from 21-100% of their students...	Fall 2006	Spring 2007
are English learners	62%	72%
receive free or reduced lunch	68%	73%
are ethnically or racially different from the candidates themselves	79%	79%

All candidates must complete a major field assignment with students who meet the criteria of being diverse in some way from the candidates themselves (4.1.19 and [Table 4.3](#) in Element 1). Table 4.3 indicates that the vast majority of students meet the expected passing standard. Candidates in advanced programs make oral presentations on their case studies, action research, or other field assignments as appropriate to the designated course. These oral presentations offer opportunities for peer feedback from peers, and oral and written feedback from faculty (4.4.5).



In sum, the education unit has designed and implemented curriculum and field experiences ensuring that all candidates have meaningful ways to develop knowledge, skills, and dispositions to help all students learn. The unit has developed consistent methods to collect and analyze data that assist in making decisions about programmatic improvements. The unit has implemented and will continue to implement program modifications in the interest of improving candidate outcomes in working with diverse students. All candidates experience interactions with diverse faculty and other candidates, and have field experiences with diverse students.

**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.*

**CCTC COMMON STANDARD 4: Faculty**

The education unit is comprised of a dynamic group of professionals, housed across five colleges (see page 3). Collectively, they implement the unit’s mission – to teach, serve, and engage in scholarly activities in order to prepare candidates who are knowledgeable and competent, committed and caring, and responsive and reflective. The education unit faculty teach, conduct research in their areas of expertise, and provide many types of service to P-12 schools, the institution, and the profession. A summary of faculty responsibilities appears in Table 5.1.

**Table 5.1 Faculty Responsibilities**

Faculty	Responsibilities
Tenured and Tenure-Track Faculty	<ul style="list-style-type: none"> <li>• Teaching (initial and advanced programs)</li> <li>• Field Supervision (initial and advanced programs)</li> <li>• Scholarship</li> <li>• Service</li> </ul>
Full-Time Lecturers	<ul style="list-style-type: none"> <li>• Teaching (initial programs)</li> <li>• Field Supervision (initial programs)</li> </ul>
Part-Time Lecturers <i>(some supervise only)</i>	<ul style="list-style-type: none"> <li>• Teaching (initial programs)</li> <li>• Field Supervision (initial programs)</li> </ul>

A summary of faculty rank and numbers appears in Table 5. 2 and a table of faculty qualifications appears in 5.1.1.

**Table 5.2 Faculty Rank and Numbers for 2006-2007**

Full-time in Education Unit						Part-time Lecturers in Ed. Unit	Full-time at CSUF but Part-time in Education Unit				Part-time Lecturers
T/TT N=79	Full Prof.	Assoc. Prof.	Asst. Prof.	FT Lect.	All FT in Ed. Unit		Full Prof.	Assoc. Prof.	Asst. Prof.	FT Lect.	
	18	18	20	21	77	114	1	3	4	2	0

**Element 1: Qualified Faculty**

***Tenured and Tenure-Track Faculty***

A total of 56 tenured and tenure track faculty were employed in the education unit for the 06-07 year. They all hold a doctorate degree from well-recognized institutions, and hold or have held professional P-12 credentials or licenses. Sample position descriptions are found in 5.1.2. As the table reflects, College of Education faculty have worked in P-12 settings for a minimum of three years in an area appropriate to their faculty positions, a requirement for hiring consideration.

Faculty maintain currency in the field through ongoing participation in P-12 schools. California law ([Senate Bill 813](#)) requires faculty who teach any methods course to document a minimum of thirty hours of participation in P-12 schools every three years (5.1.3). Faculty meet this requirement in a variety of ways, including supervising student teachers, working with school districts to provide professional development, mentoring teachers and administrators, and assisting in classrooms.

### ***Full-time and Part-time Lecturers***

In 2006-2007, 190 full-time and part-time lecturers were employed to teach selected courses in initial programs and supervise field and clinical experiences. Lecturers are hired based on their academic and experiential qualifications. Full- and part-time lecturers must hold professional certification and a master's degree that is relevant to their area of employment. A few hold a doctorate degree. All lecturers are required to have recent three-year minimum full-time P-12 experience in a public school setting, however lecturers' [curriculum vitae](#) show that the average number of years of teaching experience is 20 years. Those who teach a methods course must also comply with [Senate Bill 813](#), which mandates 30 hours of experience in classrooms every three years (5.1.3). Newly hired lecturers and clinical faculty must participate in a [part-time faculty orientation](#), and all must regularly attend department meetings and training sessions designed to keep them knowledgeable and current (5.1.4. and additional documentation in 3.2.8).

### **Element 2: Modeling Best Professional Practices in Teaching**

Teaching is highly valued by the education unit, as evidenced by the departments' [personnel standards](#) (5.2.1). Expectations for teaching effectiveness and requirements for retention, promotion, and tenure are clearly expressed in these documents. Criteria used to evaluate faculty teaching include the quality of course syllabi, pedagogical methods, and student evaluations of teaching. Faculty use the feedback they receive from student opinion data, as well as peer, chair, and dean reviews of their teaching performance to strengthen their teaching.

Teaching evaluation forms for all full-time and part-time faculty are completed by initial and advanced students at the end of each course or field experience. A summary of [instructor evaluations](#) for all courses taught during the 2006-07 year appears in 5.2.2, providing one source of data in support of the high quality of instruction.

Another example of attention to best professional practice in teaching is taken from [education unit syllabi](#). Faculty frame their syllabi and their teaching around state (for initial programs) and professional standards (for advanced programs) and also around the education unit's three key program outcomes. These are embedded in syllabi to make explicit the relationship between the framework, the relevant professional standards, and course learning goals and assignments.

The faculty possess a deep understanding of their field and integrate current research-based knowledge in their own instructional practice. Supporting evidence is drawn from the master's exit survey that advanced candidates complete upon program exit, indicating that no less than 92% agreed or strongly agreed that their course of study had provided intellectual challenge, an opportunity to expand knowledge of relevant research that helped them link theory to practice, and that faculty demonstrated strong subject matter knowledge. This survey also indicates that no fewer than 90% of the candidates rated faculty as demonstrating models of good teaching throughout their

advanced program of study. Aggregated results are seen in Table 5.3 and are disaggregated by department (see 5.2.3).

**Table 5.3 Master's Exit Survey Results for Two Semesters**

	Fall 2006 (n=63)		Spring 2007 (n=172)		Aggregated for 2 semesters (n=235)	
	Agree/Strongly Agree	Disagree/Strongly Disagree	Agree/Strongly Agree	Disagree/Strongly Disagree	Agree/Strongly Agree	Disagree/Strongly Disagree
<b>The courses included...</b>						
intellectual challenge	97% (61)	2% (1)	93% (160)	7 (12%)	94% (222)	6% (13)
ample opportunities to expand knowledge of research that is relevant to my field of study.	98% (62)	2% (1)	95% (164)	5% (8)	96% (226)	4% (9)
assignments that help me link theory to practice.	94% (59)	6% (4)	92% (157)	8% (15)	92% (216)	8% (19)
<b>The faculty...</b>						
demonstrated strong subject matter knowledge	97% (61)	3% (2)	98% (168)	2% (4)	97% (229)	3% (6)

Education unit faculty have been recognized for their exemplary teaching and exceptional achievements in teaching (5.2.4). The university's prestigious Professor of the Year award has been awarded to two education unit faculty. The coveted [Wang Award](#) is granted to only five individuals annually in the CSU system for exemplary contributions and achievements in their disciplines. [Three CSUF Wang award recipients](#) have been faculty whose work centers on the preparation of teacher candidates and promoting teacher professional development. Another example of teaching excellence is the [Carol Barnes Excellence in Teaching Award](#), named after a recently retired education unit faculty. This award annually honors a faculty member who demonstrates academic rigor in teaching. The Faculty Development Center annually honors teaching excellence, sometimes in combination with other achievements in scholarship or service. In the past 6 years, 87 education unit faculty have received this teaching recognition.

Attention to matters of diversity is evident in [course syllabi](#) and assignments that candidates complete. These types of course materials and assignments help candidates promote diversity and become change agents in their school settings, as our mission statement indicates. Because of our faculty's depth of expertise in diversity, the education unit is able to offer a number of programs for students who are interested in particular specializations that focus on teaching diverse learners. The Special Education Department offers three different credential preparations (mild/moderate, moderate/severe, and early childhood education) for both Level I and Level II. The Elementary and Bilingual Education Department offers specializations at the initial level (BCLAD) and advanced level (MSE Bilingual/Bicultural Education). The TESOL program is for master's candidates interested in specializing in teaching English as a second language. Special education faculty have been instrumental in developing a full inclusion PDS that helps candidates support all students. (5.2.5).

Most faculty have implemented a web-based component to their courses that require completion of some on-line assignments through the use of university supported Blackboard software. Numerous “smart” classrooms on campus contain the media needed for faculty to use technology in their classes. All new faculty are required to attend a three-hour orientation to familiarize them with the smart classroom technology (5.1.4). Laptop computers are available to faculty who want candidates to use computers during instruction. Faculty may also schedule class sessions in one of several computer labs. Faculty post syllabi, assignments, and other course activities on Blackboard, and use course Blackboard sites to share information with other course-alike instructors (5.2.6).

The array of technology and instructional strategies that faculty utilize and that they require of candidates are seen in [education unit syllabi](#) available in the Exhibit Room. Some examples are offered here:

- Conducting action research
- Assessing educational software and websites
- Assessing students and planning for instruction
- Conducting case studies
- Creating web sites
- Developing podcast lectures
- Engaging in cooperative learning
- Using statistical or other analytic software to analyze data
- Engaging in service-learning activities
- Engaging in simulations
- Including virtual fieldtrip sites in planning for student learning
- Participating in fieldtrips
- Posting assignments and discussion items on Blackboard
- Requiring candidates to develop lessons and units using Taskstream® or other application programs and to develop and store artifacts for portfolios
- Using Blackboard to facilitate instruction and discussion outside of class
- Using statistical or other analytic software to analyze data
- Writing literature reviews using the university library and other web sources

### **Element 3: Modeling Best Professional Practices in Scholarship**

Part of our core mission is “to engage in scholarly work that informs the profession and to serve the educational community by providing applied scholarship.” The faculty’s research and applied research embody several of the education unit’s value statements, and actualize our vision statement of transforming educational advancement and achievement.

[Table 5.4](#) reports the type and number of scholarly activity that faculty have engaged in over the past six years. Faculty present at national and international conferences such as the American Educational Research Association, the International Reading Association, the National Association for Bilingual Education, the National Association for Research in Science Teaching, and the National Reading Conference, as well as at state and regional conferences.

As demonstrated in their [curriculum vitae](#), faculty publish peer-reviewed articles in a wide range of journals, many with selective acceptance rates (15% or less). Examples include *The Journal of Adolescent and Adult Learning*, *The Journal of Research in Science Teaching*, *The Journal of Science Teacher Education*, *The Journal of Teacher Education*, *The Multicultural Educator*, *Teacher Education Quarterly*, *Teachers’ College Record*, *The Reading Teacher*, *The Urban Review*,

and *Society for Information Technology and Teacher Education International Conference*. Many faculty have been invited to serve as editors or on editorial boards of scholarly journals (5.3.1).

During the past six years, faculty have received grants totaling more than \$5 million (5.3.2). A few of the many funding agencies have included the U.S. Department of Education, the National Aeronautics and Space Administration, the California Commission on Teacher Credentialing, Field Investigations for Science Teachers, the California Reading and Literature Project, and the Orange County Department Education. Grant work has addressed areas such as beginning teacher support and assessment, enhancing learning through technology, enhanced professional development for teachers, improving math and science teaching, mentoring women in science careers, reading instruction development, and supporting paraprofessionals in becoming teachers.

Each [faculty vitae](#) categorizes scholarly work in terms of Boyer’s definition of scholarship (1990). [Personnel standards](#) clearly outline scholarly expectations for retention and promotion. Examples of faculty work published in peer-reviewed journals are available in 5.3.3.

**Table 5.4 Summary of Faculty Scholarly and Creative Activity**

Scholarship Activity	2001& 2002	2003 & 2004	2005 & 2006	Unit Totals
	N =	N=	N=	N=
Books Published	8	7	8	23
Chapters Published	7	4	13	24
Refereed Articles Published	38	15	29	82
International Conference Presentations	8	12	16	36
National Conference Presentations	58	30	23	111
State and Local Conference Presentations	99	24	17	140
Grants – National Received	6	4	6	16
Grants – State Received	9	3	1	13
Grants – Institutional Received	23	12	12	47
Editor/Editorial Board Members	5	8	21	34

**Element 4: Modeling Best Professional Practices in Service**

Service is central to the education unit’s conceptual framework. We hold as a core value actions and dispositions that demonstrate “responsibility to self and to the group.” Faculty are expected and required to actively and consistently engage in service activities that contribute to the improvement of the education unit, the institution, the community, and the profession. Per [personnel standards](#), faculty document their service by providing evidence of the activities and an evaluation of the relevance, quality, and significance of the service activities (5.2.1).

Faculty serve the educational community by providing applied scholarship and related services at the local, state, national, and international levels. Over the past six years, 100% of the tenured and tenure-track faculty were engaged in some type of service activity, as reported in faculty [curriculum vitae](#), which also documents the significance of the service activities in the P-12 community, profession, and university (5.4.1). While not required of full-time and part-time lecturers, curriculum vitae demonstrate that the vast majority have engaged in some type of service, with the added benefit of helping them maintain currency in the field.

### ***Service to P-12 Community***

Faculty service to the P-12 community is extensive in their work with school networks, committees, and assistance with professional development in schools. Much of this work focuses on improving P-12 learning through professional development, curriculum design, and collaborative projects.

A review of Exhibit 5.4.2. indicates that faculty work with and serve P-12 schools to:

- develop and evaluate programs
- provide an array of professional development to teachers
- provide assessment and diagnostic services
- seek funding to promote pre-service and in-service support
- serve as liaisons to Professional Development Schools and Districts
- serve on advisory, improvement, and other committees in schools
- volunteer and teach lessons in local schools
- write collaborative grants with schools and school districts

### ***Service to the Profession***

Faculty are members of state, national, and international organizations, as indicated on individual faculty [curriculum vitae](#). In these organizations, faculty provide leadership by serving as board members and committee chairs, and organizing conferences and new special interest groups within a large professional organization. Additional service activities include reviewing proposals for conference presentations and manuscripts for publication, serving on state level agencies and local education agencies, and providing expert testimony (5.4.1 and 5.4.3).

### ***Service to the University***

Faculty contribute in very significant ways through service to the university, college, and department. The education unit is strongly represented on university level committees. Faculty serve on the Academic Senate, Curriculum Committee, Faculty Personnel Committee, Technology Committee, the Accreditation Team for the Western Association of Schools and Colleges, and the Planning, Resources, and Budget Committee. They serve as advisors for student groups. They are involved in advisory councils at the university level such as the Elementary and Special Education Undergraduate Committee (EASEUP). At the college level, faculty serve on [committees](#) including the Curriculum Committee, the Credential Programs Committee, and the Technology Committee. At the department level, faculty serve on committees such as personnel, faculty search, and graduate education committees. To support candidates at the program level, faculty host orientations, advise students, maintain Blackboard sites, and supervise individual studies (5.4.4).

### **Element 5: Collaboration**

Collaboration exists in a variety of ways within departments, the education unit, in the university, and beyond.

The block structure is used in the Elementary and Bilingual Education Department (5.5.1). A cadre of full-time and part-time faculty work together to support a cohort of candidates throughout their program. This structure provides a vital way for full-time faculty block leaders to model for and involve part-time faculty in instruction of candidates and in the life of the department. Ongoing block faculty communication ensures that candidates are progressing toward achieving institution and state standards. Action and intervention can also easily occur when needed to support a candidate who is experiencing difficulty.



A structure used across the college is the concept and practice of the course custodian or course coordinator. One full time faculty is assigned the responsibility of “keeper” of the course syllabus and meets regularly with course-alike faculty to vitalize the syllabus, assignments, readings and lecture material. At these course-alike meetings, instructional ideas are shared, common problems discussed and resolved, and new material is incorporated as needed into the syllabus. This structure supports full-time and part-time faculty who teach the course for the first time, and keeps the learning goals for candidates common across all sections of the course, although the means and specific assignments to accomplish these are at each instructor’s discretion. Course custodians commonly maintain a Blackboard course site as a means of communicating electronically with each other, frequently posting useful course material and ideas to share with other instructors. The course custodian practice ensures that candidates are receiving the best of faculty group thinking and sharing in support of their professional development (5.5.2 and 5.2.7).

Special Education faculty have provided guest lectures and on line modules for faculty across the departments and for candidates in all initial programs. Other faculty have offered professional development for colleagues (5.5.3). Faculty frequently collaborate on research and scholarly work and service activities (5.4.2 and 5.3.3).

Many permanent committees and boards exist that depend on faculty and P-12 collaboration to promote candidate professional preparation. A complete listing of the [Education Unit Advisory Groups](#) indicates the various types of existing partnerships, membership, purpose, and frequency of meetings. Two examples are the Regional Teacher Education Committee (RTEC) and the Asian-Bilingual Crosscultural Language and Academic Development (A-BCLAD) Consortium. RTEC is a collaborative among CSUF and community college representatives in support of transfer students who will become teacher candidates. The A-BCLAD Consortium, with faculty representation from six CSU sister institutions, oversees the A-BCLAD program (5.5.4 and 4.1.12 for a complete exhibit).

Numerous collaborative endeavors serve the P-12 community (5.4.2 and 5.5.5) include the:

- collaboration between the College of Education and the science and mathematics programs is one of four national case studies selected to examine institutional factors that lead to effective, large-scale initiatives in which in the sciences, mathematics, and education are together having a marked impact in the preparation of science and mathematics teachers.
- Mathematics and Science Teachers (MAST) Project is a partnership between Secondary Education and the Natural Science and Mathematics Program which supports the recruitment, development, and retention of mathematics and science teachers.
- Future Teachers Program at three PDDs provides junior and senior high school students with a 3-unit course- Introduction to Teaching (EDSC 110- The Teaching Experience) taught at their school site, weekly tutoring, a special day on the university campus, and career and academic advising in preparation for a teaching career.
- [PDS partnerships with the Special Education](#) and the Elementary and Bilingual Education departments.
- Professional Development Resources Online Mathematics (PD-ROM) which supports secondary mathematics instruction through providing professional resources to teachers. The project is a partnership with the Orange County Department of Education, Corporation for Education Network Initiatives in California, the Mathematics Department, and the Secondary Education Department.

- Reading Educator's Guild provides ongoing professional development and networking opportunities for graduates of the Master's of Science in Reading program. The Guild also supports current students and projects through the awarding of scholarships and grants. (5.4.4)
- Reading Center at the Fullerton campus and the Community Learning and Literacy Center at the Irvine campus provide services to meet needs of educators, parents, and teachers. As part of their clinical practice, advanced candidates in the Reading Department provide reading assessment instruction while honing their professional skills. (5.4.4)
- North Orange County BTSA Consortium that includes CSUF and the Fullerton, La Habra, and Buena Park districts, the longest-running new teacher induction support program consisting of university faculty and school district personnel.

### **Element 6: Unit Evaluation of Professional Education Faculty Performance**

The university conducts systematic and comprehensive faculty evaluation. The faculty review process is governed by personnel standards and requires that the evaluation include a review of teaching, scholarship, and service. The review is not just for evaluation. It also serves to support faculty's professional growth and development (5.2.1).

New faculty are given a two-year initial appointment. During their first year new faculty write a developmental narrative that describes the teaching, scholarship, and service goals that the faculty member expects to achieve during the probationary period. The narrative is reviewed by the department chair and the dean of the appropriate college and serves as a guide for evaluating progress during the probationary period (5.6.1).

Tenure-track faculty are evaluated annually, with the first review conducted in the second year. Full performance reviews are required in years two, four, and six. For a full performance review, university policy requires a portfolio as evidence of meeting the qualifications for retention, tenure, or promotion. The portfolio must contain the developmental narrative; a current [vitae](#); statistical summaries of student evaluations of teaching; summaries of grade distributions; and self-assessment narratives in teaching, scholarship, and service. An appendix of supporting materials that document performance in teaching scholarship, and service is also required. The department personnel committee, department chair, dean, university personnel committee, the Vice-President of Academic Records, and the President evaluate full performances reviews.

In the year following a full review, tenure-track faculty who received satisfactory ratings on the full review submit a review file consisting of a vitae and student evaluations of teaching. The department personnel committee, the department chair and the dean evaluate the portfolios. Tenure-track faculty who do not receive satisfactory ratings on the full review must undergo another year of full review. Retention and promotion decisions include a review and decision by the university-wide personnel committee. Tenured faculty are required to submit a complete portfolio and appendix every five years. The department personnel committee, the department chair, and the dean evaluate tenured faculty portfolios. Written feedback and any suggestions for areas in need of attention are provided.

Full and part-time lecturers (non-tenured faculty) are evaluated annually in the area of teaching. They submit a portfolio consisting of a resume, statistical summaries of student evaluations of teaching, a self-assessment of teaching performance and selected items of documentation. The department personnel committee and the department chair evaluate the portfolios for teaching effectiveness and may make recommendations for professional growth (5.6.2).

## **Element 7: Unit Facilitation of Professional Development**

The university and the education unit offer a wide array of professional development activities. While some are required, many faculty take full advantage of the numerous types of opportunities to enhance professional growth.

Personnel standards for retention, tenure and promotion require that “all phases of the retention, tenure, and promotion process support faculty growth and development” (5.2.1). To support newly hired tenure track faculty, department chairs select established faculty mentors for each new tenure track faculty to guide and assist them through the tenure process. Every effort is made to match research interests between the new and established faculty within the academic department. Support occurs in a variety of ways that is suitable to the pair, and typically consists of informal get-togethers and email exchanges to discuss teaching, research and service activities, and any helpful information that will assist the new faculty member (5.7.1, 5.7.2). In April of the first year, each new faculty member is required to write a developmental narrative to address what he or she intends to accomplish in the three required areas of teaching, research, and service in order to achieve tenure. The mentor assists with this narrative, and it is reviewed and responded to in writing by the department chair and the dean. The developmental narrative becomes a required element in the faculty member’s portfolio.

Required professional development activities include regularly scheduled college and department retreats and department meetings. At department meetings, faculty discuss and consider matters of curriculum and program development, and examine program assessment results. College retreats have provided opportunities to share research and service endeavors, have engaged faculty in discussions on the conceptual framework, and have included developing vision and goals, including new directions for the college in using educational technology. These are the minimum type of professional development activities that 100% of the faculty are involved in (5.7.3).

Unit and department professional development opportunities for all faculty include workshops, seminars, and retreats. Examples are [Teaching Performance Assessment \(TPA\)](#) training sessions, seminars to examine program outcomes and ways to enhance curriculum to improve outcomes, and training sessions on developing podcasts and other online learning strategies. University supervisors and master teachers receive training on submitting electronic evaluations of their student teachers. All faculty attend course-alike meetings with the course custodian or course coordinator, and remain electronically connected in support of their instruction. All faculty who teach a methods course during an academic year complete 30 hours of K-12 field participation every three years, as mandated by Senate Bill 813 to maintain K-12 currency (5.1.3). Faculty receive an annual \$1,000 travel stipend to attend a professional conference. New faculty now receive \$4,000 and a three-unit per semester course release for the first academic year in order to establish their research agendas. The dean’s office provides assigned time for specific projects such as large curriculum development projects and program assessment development.

Extensive faculty participation in many types of professional development activities offered by the institution and the unit include, for example, travel to international conferences, internal support for several types of intramural grants, and development opportunities in the use of educational technology. Some specifics follow.

The [Faculty Development Center](#) supports faculty in [teaching, scholarship, service, and the use of](#)

[technology](#) in support of these. Specific examples include training in Blackboard, Dreamweaver, Camtasia, and Zoomerang. Examples of the types of seminars offered are developing different types of assessments, supporting professional writing, using research and statistics packages, and developing culturally sensitive instruction. The FDC supports a [Teaching Tips](#) website. The Center also offers an annual university-wide assessment conference, a beginning-of-semester day long conference with a nationally recognized speaker, new faculty orientations for full and part time faculty, and support meetings for untenured faculty, full and part-time faculty, and department chairs. As seen in exhibit 5.7.4, funding opportunities available on a competitive basis include support for travel to international conferences and Faculty Enhancement and Instructional Grants (FEID).

Other university-supported intramural mini-grants include mission and goals grants (that advance the mission and goals of the university) and junior-senior (paired faculty) grants (5.7.5). Faculty are encouraged to apply for sabbaticals, opportunities to refresh and enhance one's professional development. All faculty must attend a "smart classroom" orientation in order to be able to use the technology available in many classrooms on campus.

The education unit's Untenured Faculty and Lecturer Organization (ULO) and the Researchers and Critical Educators (RACE) both offer a variety of professional development activities. Examples are retention, tenure, and promotion process conversation with the dean, and guest lecturers on matters that broadly address diversity (5.7.3).

In sum, faculty are engaged in teaching and scholarship that help support candidates' professional success as well as their own professional development. They provide service in many ways at many levels, and are supported in their own professional growth through institutional opportunities and professional affiliation.

### **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.*

#### **CCTC COMMON STANDARD 1: Educational Leadership**

#### **CCTC COMMON STANDARD 3: Resources**

#### **CCTC COMMON STANDARD 6: Advice and Assistance**

### **Element 1: Unit Leadership and Authority**

The dean of the College of Education is charged with full responsibility for oversight of planning, delivering, and operating coherent programs of study that prepare professionals to work in P-12 settings. She is assisted in this responsibility by deans of other colleges, as seen in the education unit organization charts (see [Figure 1](#) and [Figure 2](#)). The dean's responsibilities also include oversight of the college's curriculum, enrollment, fiscal and personnel management, and building and maintaining strong relationships with the P-12 community. She is assisted in developing external resources by a director of development, a half-time position allocated to the college.

The associate dean, assistant dean of students, and five department chairs report to the dean and assist in carrying out various functions of the college. Program coordinators for each of the initial programs and advanced programs report to department chairs. Essential personnel in the education unit include the research/data analyst, the accountant, the accreditation support staff person, the

manager of the office of Admission to Teacher Education who also functions as the manager for all college staff, and the credential analysts and staff in the Credential Preparation Center.

Department chairs are elected for a three-year term. The process is governed by [UPS 211.100](#). Chairs provide leadership for their faculty through attending to personnel matters, and holding regular department meetings and faculty retreats. They make instructional assignments, oversee program delivery and evaluation, oversee enrollment matters, and coordinate with admissions personnel. They interface with and receive feedback from P-12 personnel that assists in program design and evaluation. At the [Council of Chairs meetings](#) held twice monthly, the dean, the associate dean, chairs, the assistant dean of students, and the director of development meet to discuss and see to a variety of matters germane to the college.

[Department and college level faculty committees](#) provide opportunities for shared governance and decision-making via personnel evaluation committees, search committees, curriculum committees, the technology committee, the commencement and credential ceremony committee, and others. Several university and education unit committees facilitate communication and shared decision-making. These are discussed below.

The [Credential Programs Committee](#) meets once monthly to address all curriculum matters related to CCTC credential and certificate granting programs. All of these programs are represented by the department or program chair or designee. Ex officio members include the associate dean, credential analyst, admissions coordinator, and a Center for Careers in Teaching representative. Committee members review and make recommendations on all program documents. The committee must vote to approve all documents prior to recommending them to the dean for review and submission to the CCTC. This committee developed three education unit policies. [Policy 1](#) governs due process for candidates who are dismissed from a credential program. The committee recently modified and voted to accept modifications in the policy that reflect the education unit [Professional Disposition Statement](#). [Policy 2](#) addresses proficiency in written and spoken English. [Policy 3](#) governs the review and approval process of new and revised credential and certificate programs that prepare personnel to work in schools.

The Unit Assessment Committee (6.1.1) includes representation from each initial and advanced program in the education unit. In consultation with faculty from each department or program, committee members have assisted in the development of the unit assessment system. The committee continues its work of reviewing data, developing processes to streamline data gathering, and continuing to seek to develop other common assessments across the unit.

The [All-University Responsibility for Teacher Education Committee \(AURTEC\)](#) meets once per semester and provides program and policy oversight for all teacher preparation programs in the university (6.1.2 and 3.1.6). This includes undergraduate subject matter preparation programs, the 135-unit Streamlined Teacher Education Program (STEP), and teacher credentialing programs. AURTEC membership includes representation from the office of the Vice President for Academic Affairs, deans and chairs, and other personnel relevant to teacher education. Matters for discussion have included the development of STEP, enrollment and assessment matters, and discussion of legislation that has affected teacher education and in turn, the broader university community.

The [Secondary Education Cooperative for Teacher Education Program \(SECTEP\)](#) meets once monthly. It establishes policies for the single subject credential program and subject matter



preparation programs, and provides coordination of the administrative components such as admissions and candidate processes, student teacher placements, and reviewing candidate and program assessments. Committee members represent all single subject programs, the Secondary Education Department, the Center for Careers in Teaching, and the dean's office. The [Elementary and Special Education Advisory Undergraduate Preparation Committee \(EASEUP\)](#) meets once monthly and provides policy guidance and leadership for STEP. Membership includes representation from all departments and programs whose courses form a part of the program.

Several boards external to the university advise the dean and individual programs, as seen in the [Education Unit Advisory Groups](#) chart. Of particular note are the Dean's Advisory Board consisting of superintendents and other representatives from local school districts, the Carr Fellows Advisory Board consisting of outstanding master's program graduates, the Dean's Student Advisory Board, and the Leadership Council that focuses on advancement matters.

Many resources offer candidate advice and assistance. The university's divisions of [Academic Affairs](#) and [Student Affairs](#) provide resources that encourage and support students in achieving academic, personal and career goals (6.1.3). Some general university resources are noted here. Recruitment is the purview of the [Office of University Outreach](#). The [Advisement Center](#) provides academic counseling for undergraduates. The [Disabled Student Services Office](#) assists students with individual accommodations in support of their success at the university. The [university catalog](#), updated every two years, clearly describes the university's program offerings, degree and credential offerings, and a variety of policies and procedures.

Specific to our post-baccalaureate teacher and school personnel preparation programs, numerous university and college resources, publications, and web sites advertise, inform, and invite candidates to consider careers in educational settings. The [Center for Careers in Teaching](#) is a rich campus resource that helps students navigate the various and somewhat complex academic paths to an initial credential (6.1.4). It is supported by the Office of the Vice President for Academic Affairs. Activities, to mention a few, include recruiting students for careers in teaching, providing early and accurate advisement, and working with surrounding community colleges to assist students in making appropriate course choices. The center also provides advisement at the Irvine campus. A faculty member from the College of Education serves as the director, and is assisted by 14 staff members in managing the center's work.

The office of [Admission to Teacher Education \(ATED\)](#) houses all outreach and admissions material, and candidate application and admission records (6.1.5). The [ATED organization chart](#) indicates how the five full-time staff are allotted to support the various programs. Program coordinators, who are full-time faculty from each of the initial credential programs, offer regularly scheduled overviews. Single subject area faculty coordinators provide advising. ATED staff, with faculty assistance, also coordinate and organize a new student orientation for each of the initial programs at the beginning of every semester. They maintain communication with the CCTC to ensure implementation and appropriate applicant advisement in regards to new policies or procedures. Through the ATED office, candidates are made aware of support in studying for and taking the [California Basic Education Skills Test \(CBEST\)](#) and the [California Subject Exam for Teachers \(CSET\)](#).

Applicants to the School Nurse Program, TESOL, Reading, Rehabilitative Services, and Administrative Services credential programs receive advisement from designated full-time faculty



in each area (6.1.6). Each advanced candidate program has established policies and procedures, and a faculty advisor to guide and assist candidates in the application process. Depending on the program, advanced candidates either attend a program orientation or take a one-unit course that includes preparing a study plan, learning about library and web resources and about graduate-level writing expectations, and exploring topics for a culminating experience. (6.1.7)

An important resource is the college’s full time assistant dean of students who provides individual counseling, guidance, and support for candidates who experience personal and/or academic problems. She also works with student in helping them develop leadership skills. As an example, she works with student leaders in the Student California Teacher Association and the Education-Inter-Club Council. She seeks funding sources to support student activities. Examples include travel support for student conference attendance, and grant funding to assist students with difficulties in passing the CSET (6.1.8).

As initial candidates complete their course of study, they are supported by the [Career Planning and Placement Center](#) in their search for teaching positions. The Placement Center provides a broad array of services including a Teacher Job Fair each semester, drawing on upwards of 40 districts per fair. The university has allocated to the college a dedicated industry specialist in the field of education (6.1.9).

All credential applications are reviewed in the [Credential Preparation Center](#), staffed by three credential analysts and one staff support position. This center’s staff review and ensure completion of all credential or certificate requirements, and submit the formal recommendation to the CCTC. The center processed 12,744 credentials from July 2000 to July 2007 (6.1.10).

**Element 2: Unit Budget**

As a state institution, the university is primarily funded by general state funds to accomplish its mission and goals. The CSU system calls for each campus to set enrollment targets. Allocations are then made on the basis of historical trends and expected enrollment. Specifically, funding is based on enrolled numbers of students, counted on the basis of full time equivalent student (FTES), 15 units equaling 1 FTES. FTES are linked to a pre-determined student-faculty ratio (SFR), upon which the number of full-time equivalent faculty positions (FTEF) are based. The College of Education (formerly School of Education) and related programs have historically enjoyed one of the lowest Student Faculty Ratio (SFR) rates, in large measure due to the university’s recognition of its program offerings at the post-baccalaureate and graduate levels, and field supervision requirements. Exhibit 6.2.1 shows a consistent 18.2 to 18.4 SFR for Education. This results in enhanced quality of class instruction, and favorable funding for programs and faculty.

Table 6.1 shows the overall state budget allocations for the School/College of Education from 2001-02 through 2006-07. The budget allocation from 2001-02 to 2006-07 represent a 45% increase (6.2.2).

**Table 6.1 Education State Budget Allocation**

	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>	<b>05-06</b>	<b>06-07</b>
	\$6,384,074	\$8,532,097	\$8,465,062	\$7,999,349	\$8,811,400	\$ 9229, 769
% change	+21%	+34%	-1%	-6%	+10%	+5%

CSU Fullerton, along with other state universities, faced a noticeable budget reduction during 2003-4 and 2004-5, as seen in Table 6.1. However, the campus administration absorbed the major portion

of the cuts via other operational and non-academic areas. The strategy as outlined by the president and campus administration was to limit the impact on academic affairs to the greatest extent possible. Additionally, it is important to note the university's commitment to create the College of Education even in fiscally challenging times. The decrease noted in 04-05 also reflects adjustments in disaggregating the School of Education budget from the (then) College of Human Development and Community Service, the college in which the School of Education was housed prior to July 2004.

In comparing the School/College of Education with other academic units, Table 6.2 reveals the following: in 2001-02 it is ranked fourth in terms of funding rate per enrolled FTES. In 2002-03 it moved to the second most funded unit per enrolled FTES, and continues to be in the current academic year. Table 6.3 shows that funding allocations per Full-time Equivalent Faculty (FTEF) positions, except for 2001-02, have consistently exceeded the overall average funding rate per FTEF, and the unit is ranked as one of the best funded when compared to others (6.2.3).

**Table 6.2 College Rank by Allocation Rate for every FTES**

College	ARTS	BAE	EDUC	HHD	HSS	COMM	NSM	ECS
2001-02	4171	3507	3617	3325	2934	3398	3870	6382
Rank	<u>2</u>	<u>5</u>	<u>4</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>3</u>	<u>1</u>
2002-03	4212	3648	4529	3710	2950	3263	3718	6749
Rank	<u>3</u>	<u>6</u>	<u>2</u>	<u>5</u>	<u>8</u>	<u>7</u>	<u>4</u>	<u>1</u>
2003-04	4346	3819	4556	3802	2955	3272	3727	7239
Rank	<u>3</u>	<u>4</u>	<u>2</u>	<u>5</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>1</u>
2004-05	4140	3419	4224	3047	2693	3113	3695	7634
Rank	<u>3</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>4</u>	<u>1</u>
2005-06	4204	3280	5096	2946	2647	2928	3514	7814
Rank	<u>3</u>	<u>5</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>7</u>	<u>4</u>	<u>1</u>
2006-07	4572	3388	5474	2997	2744	2926	3594	8015
Rank	<u>3</u>	<u>5</u>	<u>2</u>	<u>7</u>	<u>8</u>	<u>6</u>	<u>4</u>	<u>1</u>

**Table 6.3 University Full-time Equivalent Faculty Positions**

College	ARTS	BAE	EDUC	HHD	HSS	COMM	NSM	ECS	Overall Average
2001-02	\$75,643	81,120	66,501	69,427	74,559	76,846	80,740	102,151	76,947
Rank	<u>4</u>	<u>2</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>3</u>	<u>1</u>	-
2002-03	\$78,558	84,412	86,009	79,406	77,257	79,979	84,007	107,869	82,243
Rank	<u>7</u>	<u>3</u>	<u>2</u>	<u>6</u>	<u>8</u>	<u>5</u>	<u>4</u>	<u>1</u>	-
2003-04	\$78,540	84,809	83,813	78,825	75,286	77,104	78,550	109,516	80,553
Rank	<u>6</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>8</u>	<u>7</u>	<u>5</u>	<u>1</u>	-
2004-05	\$72,933	77,555	76,257	62,329	67,627	71,434	76,144	109,499	73,348
Rank	<u>5</u>	<u>2</u>	<u>3</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>4</u>	<u>1</u>	-
2005-06	\$75,199	74,375	92,849	60,208	66,401	67,159	72,389	110,793	72,862
Rank	<u>3</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>1</u>	-
2006-07	\$81,731	76,810	97,360	60,826	68,857	67,055	74,028	115,244	75,320
Rank	<u>3</u>	<u>4</u>	<u>2</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>5</u>	<u>1</u>	-

[Table 6.4](#) (detailed in 6.2.4) demonstrates a general increase over time in the allocated funds to faculty for professional development, research, and conference travel.

**Table 6.4 Funds Allocated for Faculty Professional Development**

	01-02	02-03	03-04	04-05	05-06	06-07
New faculty awards (number new faculty)	\$ 8,000 (8)	\$ 5,000 (5)	\$ 5,000 (5)	*N/A	\$ 5,000 (5)	\$ 9,000 (9)
T/TT faculty travel (number who received support)	\$34,000 (34)	\$49,000 (49)	\$32,200 (46)	\$41,500 (42)	\$50,000 (50)	\$59,500 (60)
TOTAL FUNDS	\$42,000	\$54,000	\$37,200	\$41,500	\$55,000	\$68,500

\* No new hires

The Vice President for Academic Affairs provided just over \$100,000 to support the development and establishment of the newly approved Ed.D. (6.2.5).

**Element 3: Personnel**

The CSU system considers 15 units a full-time load. Tenured and tenure-track faculty carry a teaching load of 12 units and three units for service and research activities. Full-time lecturers carry a 15-unit teaching load. As part of the direct instruction load, assigned time may be granted by a department for activities such as program coordination, and by the dean’s office for activities such as program or assessment development.

[Department personnel documents](#) provide detailed performance and workload policies with assessment procedures for tenure/tenure-track faculty. University policies [UPS 210.050](#) and [UPS 210.060](#) govern workload and evaluation for full-time and part-time faculty. Online course delivery and workload policies are governed by collective bargaining agreements. Clinical supervision for initial programs is rated as .5 per student teacher, or 2 student teachers per one unit (6.3.1). The education unit utilizes a combination of full-time and part-time faculty to supervise field experiences. The education unit does not hire teaching or graduate assistants for instruction or for supervising clinical experiences.

The [College organizational chart](#) indicates the administrative support personnel for the dean’s complex, the academic departments, the office of Admission to Teacher Education, and the Credential Preparation Center. There are currently 22 full-time staff positions in the College of Education, with one search currently under way to fill a vacant position. The three programs outside the college, Communicative Disorders, Teaching English as a Second Language, and Master’s of Teaching Science each have one staff support position.

The university offers a number of opportunities for faculty development (6.3.2). Opportunities beyond those described in NCATE Standard 5/CCTC Standard 4 follow:

- The [Office of Grants and Contracts](#) provides assistance to faculty in securing funding for research and grant projects, including contracts with other agencies, and post-award management support of funded grants and research projects
- [Sabbatical Leave](#) and difference in pay leaves provide opportunities for professional rejuvenation. Faculty must apply for sabbatical leaves, which are reviewed and recommended by the Professional Leaves Committee, with final approval granted by President. This award is dependent on funding and is granted on a competitive basis.

- The CSU system provides Professional Opportunities for Growth including incentive grants and performance enhancements with special emphasis on opportunities for minority untenured, and junior faculty.

The [Faculty Development Center](#) provides substantial support in assisting full-time and part-time faculty in their ability to use educational technology. This includes the use of Blackboard and other courseware development tools. All full-time faculty are given desktop computers, and tenured and tenure-track faculty are also provided with laptops. All computers are regularly maintained through a centralized system. The university has a process for computer upgrade and replacement. The university's [Informational Technology](#) unit provides many vital software programs such as FrontPage, Microsoft Office, Outlook, and Excel. Web hosting and website design services are provided to the college and departments in support of efficient electronic information for candidates and faculty. Web pages are updated by specified individuals in academic departments and maintained by the college IT department. Web hosting also supports faculty and candidates in educational technology courses in which candidates design websites.

#### **Element 4: Unit Facilities**

The Education Classroom (EC) Building currently houses the dean's complex and department offices of College of Education. The EC Building is Wi-Fi accessible, and is assigned the following dedicated space: several "smart" (technology rich) classrooms, four computer labs, four conference rooms, 10 classrooms, and four floors where the academic departments and faculty offices are housed. Full-time faculty are assigned individual offices.

The college has a major presence at the [Irvine campus](#), with dedicated classrooms and support facilities in a newly renovated building, which opened in August 2006. The university will acquire 20 acres and expand programs, thus providing a larger presence in the south county area with increased opportunities for candidates, local district, and community involvement with our education programs (6.4.1).

In light of the increasing number of full-time faculty hires and growing student population, the university faces a severe space challenge. To help alleviate this critical shortage, the university is undertaking a major move of the College of Education to a larger, newer, and more attractive facility, thus permitting expansion of another college into the space to be vacated by our college. Table 6.5 provides an example of the college's space expansion. Complete dimensions for each department are not yet available since the build-out is still in process. This substantial investment on the part of the university includes the build-out of the space and reconfiguration of the information infrastructure including Wi-Fi access, new furniture for all faculty who will be relocated, and new conference room furniture. The move will be accomplished in stages, with the first one to be completed by December 2007.

**Table 6.5 Square Foot Comparison of Existing and New Facility**

Department/Area	Sq. ft. present location	Sq. ft. new location
Dean's complex	880	1,207
EDAD	826	1,043
Conference rooms	998	2,178

Build-out on the fifth floor, and eventually the sixth floor of the newly acquired facility will permit all of the college's department offices, the office of Admission to Teacher Education, and several classrooms to be relocated from the EC Building to the College Park Building.

**Element 5: Unit Resources Including Technology**

Information technology resources that support the college faculty and candidates are extensive and reflect a systemwide award winning advanced technology infrastructure. These include “smart” classrooms, faculty desktop and laptop computers, state-of-the-art candidate labs, and secure, wireless Internet access. The [IT](#) staff of 6 is shared with the [College of Health and Human Development](#), and maintains up-to-date service for faculty and candidates. Four candidate labs consist of the following:

**Table 6.6 Educational Technology in the Education Classroom Building**

<b>EC 24</b>	<b>EC 24A</b>	<b>EC 31</b>	<b>EC 66</b>
10 PCs with LCD monitors	21 PCs with LCD monitors; Video-conferencing; Link system that enables faculty to take control of individual computer or all computers at one time and project individual computer to LCD screen; 2 televisions for video conference and for t.v. cable; overhead projector	32 PCs with LCD monitors; color flatbed scanner; wheelchair accessible workstation	16 PCs with LCD monitors & 7 Mac laptops; audio-video capture device at faculty workstation; scanners for faculty and candidates; wheelchair accessible workstations

Faculty and candidates also have access to labs in EC 55, EC 125, labs in the Kinesiology Bldg, MacCarthy Hall, College Park, and several labs in the library.

All labs have a faculty workstation connected to a ceiling-mounted LCD projector, network printers, Video Visualizer for displaying documents and slides, and VCR/DVD player. All labs run Windows XP Enterprise, Office Suite (2003 and 2007), SPSS and Internet, multimedia and application utilities. Labs are maintained at industry standard including daily maintenance, preventive maintenance every two months, and implementation of the campus policy of a four-year refresh cycle, or three-year cycle, budget permitting.

The IT staff hosts the faculty technology center, consisting of a flatbed scanner, color printer, scantron, and DVD/VHS converter, with laptops, digital camcorders, and portable LCD projectors on a check-out basis. With a small grant and university support, the college will open a podcasting studio in the College Park location, housing high tech hardware and software for faculty to record digital media. In partnership with Apple, the college is establishing an iTunes U site which will allow faculty to deliver audio and video content to candidates. Training is under way to help faculty develop the ability to record, edit, and publish audio and video podcasts.

The IT staff supports web hosting and college relational data base maintenance and applications for college databases including budget, contract, and master databases necessary to run queries for many types of required reports, and for gathering unit-wide candidate performance data (see [Assessment Document](#)). IT staff also provides technical assistance for special events such as off-campus meetings, retreats and the accreditation visit. Budget information is found in 6.5.1.

[The Pollack Library](#) houses over 700,000 books and 6,000 periodical subscriptions. Interlibrary Loan can supply free of charge many materials not owned by the campus library. Mutual use agreements permit students the use of collections of other CSU libraries and institutions of higher learning. Faculty and graduate students may request “document delivery” of journal articles. In addition to actual or borrowed holdings, services include multiple types of electronic resources that faculty and students alike can access through Titan (university) Access. This access is the gateway to information and guides, online tutorials, interlibrary loan services and the Internet in addition to books, journals, and other information resources. The library’s collections are increasingly electronic while still supporting text-based materials that are not electronic or easily accessed electronically. Full-text [electronic journals and databases](#) are the most utilized library resource.

Library faculty conduct instructional sessions and workshops that assist students in their library research and electronic searches (6.5.2).

Two important collections housed in the library of special value to the education unit are the Professional Activities Center (PAC) and the Donoghue Children's Literature Center (DCLC) The PAC, primarily used by multiple subject candidates, houses a large collection of current K-8 curriculum material and children's literature specifically related to content areas. It also houses several computers and hand-on science and social studies material. The DCLD, donated by a current education unit faculty, is a showcase containing the most recent two years of the best juvenile books.

In sum, the education unit possesses the leadership, authority, budget, and physical resources to support faculty and programs in preparing candidates to meet professional and state standards and for successful careers in P-12 settings.