

# College of Education

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## Annual Report 2012–13



CALIFORNIA STATE UNIVERSITY  
**FULLERTON**

## College of Education

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### 2012-13 Annual Report

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

Claire Cavallaro, Dean

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Associate Dean

Sammy Al-Qaisi  
Business Manager

None  
Associate Dean

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Director of Development

Aimee Nelson  
Assistant Dean

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#### Departments and Programs

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

Jennifer Goldstein, Chair  
Lisa Kirtman, Chair  
Erica Bowers, Chair  
Grace Cho, Chair  
Melinda Pierson, Chair  
JoAnn Carter-Wells, Coordinator

#### Centers

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

Michael Loverude, Director

Center for Autism

Erica Howell, Co-Director

Center for International Partnerships

Melinda Pierson, Director

Center for Maximizing Teacher Impact

Mark Ellis, Director  
Tara Barnhart, Co-Director

Center for Research on Educational Access  
and Leadership (CREAL)

Dawn Person, Director

Hazel Miller Croy (HMC) Reading Center

Erica Bowers, Director

SchoolsFirst Center for Creativity and  
Critical Thinking in Schools

Teresa Crawford, Director

College of Education

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## Dean's Reflection

The College of Education (COE) had a productive year, which was marked by significant change in the University and in the College. President García's arrival on campus, her faculty appointment in the COE, and her support for the College's focus on just, equitable and inclusive education generated a great deal of energy and optimism among faculty and staff. Similarly, the appointments of Provost Cruz and Vice President Eanes signaled changes that were consonant with the COE vision and mission. A new leadership team emerged within the College as well, with three new department chairs (out of five), a new doctoral program director, and a new half-time Director of Development. The Early Assessment Program (EAP) was moved to the College with a new program coordinator and reporting structure. The College also engaged in a review of its two-year old strategic plan in order to update and align it with the emerging University strategic plan, and our assessment committee updated and aligned the College's vision, mission and program outcomes.

In this context of change, the College maintained a focus on the strategic initiatives that were launched in 2011-12 and reflected in its annual goals for 2012-13. These initiatives are largely faculty-driven and reflect the College's newly defined mission statement:

*"The College of Education is committed to the preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education. As a professional community of scholar-practitioners, we promote creativity, collaboration, and critical thinking as fundamental to student achievement and success in a diverse and interconnected world."*

Faculty commitment is evident in the accomplishments, both within departments and in college-wide efforts, toward meeting each of the College's strategic goals. Major accomplishments include expansion and evaluation of the co-teaching model in each of the three teacher education programs; development of a college-wide inventory of school and community partnerships; expansion of opportunities for student participation in international experiences; refinement of a proposal for including engaged scholarship in department personnel standards; development of technology standards for recruitment of new faculty; and department-level dialogues and proposals to increase diversity among students and faculty, and to infuse values related to just, equitable and inclusive education (JEIE) in teaching, research, pedagogical approaches, curricular reform and educational partnerships.

The College's assessment team has continued to develop and refine the assessment system and prepare for the fall 2015 NCATE and CTC accreditation visit, which will address all programs across the University that prepare professionals for public schools. In addition to

updating the vision, mission, and outcomes statements, the team cross-referenced program outcomes with the newly approved University learning outcomes (ULOs). Program assessments were written for almost all programs both within and outside the College of Education. Significant progress was made in creating a web-based student information and tracking system that will support improved advising and retention efforts as well as program assessment and reporting.

The faculty, staff, students, and alumni of the College of Education have a significant impact on educational practice and the success of thousands of preK-12 and community college students in our region and beyond. This year, we launched a newsletter, Impact, to tell their stories and enhance communications with external constituents. In its inaugural issues, Impact documented some of the College's achievements, including the establishment of the new Center for Autism in collaboration with the College of Health and Human Development, and U.S. News & World Report's ranking of the College's online graduate programs as 24th out of 208 programs nationally.

The future looks bright for the College of Education and for Cal State Fullerton. The College has embraced University priorities related to student retention and success and closing the achievement gap. In addition to examining and adjusting practices within our credential and graduate programs (as in creation of a new student services advisement position), as a College we have consistently worked to connect with undergraduate students who are interested in careers in education. Our Future Teacher Mixer and student organizations have been moderately successful in helping undergraduates to gain information about programs and a connection to the College. We are pleased to welcome the Center for Careers in Teaching to the College in 2013-14 and look forward to the opportunities it will bring for us to provide more streamlined and integrated services, including academic and career advising, in order to support student retention and success.

Dr. Claire Cavallaro  
July 31, 2013

## I. Progress Report on College Goals and Priorities For 2012-13

### **Progress Report on Goals for this Past Academic Year (2012-2013)**

Describe how well your college achieved the goals set in last year's annual report. Use both qualitative and quantitative evidence for this progress report. Describe how results/findings/data have been used for improvement. Specific project-related case examples and anecdotal narratives are welcome.

**Goal 1:** Continue to implement COE strategic initiatives related to the Academic Excellence theme:

- a) Strengthen local, regional, national and international partnerships that exemplify excellence in teaching and learning. The Clinical Partnerships Task Force will collaborate with CSUF and community/p-12 school partners to develop standards for clinical experience including PDS models. We will expand the co-teaching pilot to four schools in Fullerton School District. The Center for International Partnerships in Education will continue to develop a study-abroad option for undergraduates who are preparing for careers in teaching, and to pursue funding to support international partnerships.
- b) Prepare professionals who model and advocate just, equitable, and inclusive education (JEIE).

### **Progress:**

- a) The College of Education Partnership Task Force compiled a rubric of COE partnerships, including purpose, contact, development stage, population, duration, and history/context to better assess how we can ensure partnerships support just, equitable, and inclusive education (JEIE).

The three teacher education departments expanded the co-teaching model to six school districts including four schools in the Fullerton School District, and provided training in co-teaching to university supervisors, master teachers, and teacher candidates. A "site coordinator" was assigned to each school site to disseminate

information, provide on-site mentoring support, conduct observations, and provide co-planning support. The C-REAL Center supported an evaluation of the co-teaching implementation, and a group of faculty initiated research on the co-teaching model, with the goal of program improvement.

The Center for International Partnerships provided opportunities for pre-service teachers to gain a greater understanding of the foundations of education in international contexts by collaborating on research projects with pre-service teachers Russia and Poland. An Undergraduate Study Abroad (USA-ED) grant was written in partnership with Ho Chi Minh City University in Vietnam and submitted to the United States Bureau of Cultural Affairs and will be re-submitted in the fall as it was not initially funded.

- b) The JEIE Task Force worked with the College accreditation team to ensure candidate and graduate dispositions advocate JEIE as part of our admission process and exit requirements. The JEIE Task Force is working on JEIE standards for the recruitment of faculty and faculty development. The JEIE Task Force has informed and advanced the conversation about diversity at different levels at the College, resulting in diverse action plans to approach this critical issue at the various departments. The various approaches and activities at each department are varied in their complexity, degree of implementation and areas of impact, including proposals to increase diversity among students and faculty, but also impacting teaching, research, pedagogical approaches, curricular reform and educational partnerships.

**Goal 2:** Review COE Strategic Plan and bring it into better alignment with the University Integrated Strategic Plan, with particular attention to Student Success. Initiatives related to this theme may include the following:

- a) Streamlining undergraduate advisement, orientation, and admission to teacher credential programs.
- b) Providing faculty mentoring, career advising, and outreach to undergraduate students interested in careers in education.
- c) Analysis of data on retention of M.S. and Ed.D. students and development of strategies to address identified areas of concern.
- d) Development of strategies to engage students in the COE community and keep them connected through alumni networks

**Progress:** The College Strategic Planning Task Force was reconvened to review and update the strategic plan that it developed in 2010-11 and to align it with the new University Strategic Plan that was finalized in spring 2013. A subcommittee of three faculty leaders was engaged to write the revised plan in summer 2013. Their draft will be presented for College-wide feedback and finalized in the Fall 2013 semester. During the 2012-13

academic year, the College made progress toward several initiatives related to the Student Success theme:

- a) Planning was initiated to integrate the Center for Careers in Teaching into the College of Education starting July 2013 in order to streamline undergraduate advisement, orientation, and admission to teacher credential programs.
- b) A temporary student services professional position was created to pilot a model of improved student advisement and admissions for the department of Elementary and Bilingual Education.
- c) The College continued to partner with the Center for Careers in Teaching and departments with undergraduate majors that feed into credential programs (e.g., Child and Adolescent Studies) to encourage student engagement with the COE student organizations and attendance at college events such as the Future Teacher Mixer.
- d) The College analyzed retention data for all programs and explored ways to develop exit surveys to gather specific reasons for exiting a program. This information will be analyzed at the departmental level so that strategies can be developed to increase retention as needed.
- e) College alumni were invited to engage current students at annual events such as the Student California Teachers Association conference, the Education Networking Expo and the Future Teacher Mixer. A new external newsletter was developed and is shared with College partners and community members so that information about these events can be shared.

**Goal 3:** Continue to implement two COE Strategic Initiatives related to the Intellectual Climate and Human Resources, Technology, and Facilities themes:

- a) The Faculty Roles and Responsibilities Task Force will lead college and department conversations on engaged scholarship and will explore the potential for college-wide guidelines that can be incorporated into each department's personnel standards.
- b) The Technology Committee will continue to update College policies and procedures and implement practices that support faculty's ability to use innovative technologies for teaching and learning in face-to-face, hybrid, and fully online programs. We will implement technology standards for the recruitment of new faculty. In addition, the College Technology Committee will revise College curriculum documents to align with the revised UPS 411.104 on online learning, update the College PORT site, re-assess all faculty's technology competencies, and plan for a future College retreat on best technology practices.

**Progress:**

- a) During the 2012-2013 academic year, the Faculty Roles and Responsibilities Task Force reexamined the concepts of engaged scholarship and refined the policy statement; consulted with the Associate VP of Academic Affairs and the Chair of the Faculty Personnel Committee to consider how the engaged scholarship policy language fits within the larger campus policy framework; and provided multiple opportunities for faculty feedback including a survey, discussions at department meetings, and an open forum for all faculty with the task force, the dean, and the AVP for Academic Affairs.
  
- b) Departments adopted and the College approved technology standards for the recruitment of new faculty. Both the College Technology Committee and Curriculum Committee have been working on updating curriculum documents to better align with the revised UPS 411.104. The College PORT site was moved within the COE Community Site. Faculty's technology competencies were not reassessed, but a survey was created and deployed to gather faculty's interests/needs in technology training for the fall 2013 retreat. The retreat focuses on best technology practices, as well as JEIE and partnerships.

**Goal 4:** The College organized its goals into three major goals which are described in detail above.

**Progress:** Please see above.

## II. College Goals and Priorities

### Top College Goals & Priorities for 2013-14

**Goal 1:** The COE mission is to provide preparation and professional development of innovative and transformative educators who advance just, equitable, and inclusive education (JEIE). We address University Goal 1 in this context, with recognition that a) effective educator preparation requires strong partnerships with preK-12 schools, colleges and community agencies; b) our curricular and co-curricular environment must reflect and reinforce our values related to just, equitable, and inclusive education; and c) proficiency in using educational technology is essential for our graduates to participate in an interdependent global community. Another aspect of the COE context is that our programs are post-baccalaureate and graduate level, and that entry requirements are extensive and complex, requiring comprehensive advising well before students are ready to apply for admission to teacher education programs. Finally, as the college that has responsibility for teacher preparation at CSUF, we provide leadership in assuring that all University programs that prepare professionals to work in public schools meet state and national accreditation standards. In collaboration with departments and programs across the entire university, we have developed an assessment system that provides useful information for program improvement as well as accountability. In the coming year, we will focus on continued refinement and implementation of the education unit assessment system and articulation with the University assessment process. In this context, the COE goals that will address University goal in 2013-14 are as follows:

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

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

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

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

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

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

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

- a) Continue to plan for accreditation visit to be held in fall 2015.
- b) Identify and embed in the COE/Education Unit assessment system key measures of just, equitable, and inclusive education (JEIE) in terms of candidate/graduate recruitment, retention, and outcomes.
- c) Begin to develop a long-term plan for systematic assessment of program impact on p-12 student learning and development, classroom instruction, and schools.
- d) Work with other colleges to facilitate the aggregation of program-level assessment results to the University level.

**Goal 2:** College of Education programs are entirely post-baccalaureate and graduate level, but the College can play an important role in supporting the success of undergraduate students who are interested in pursuing careers in education. The Center for Careers in Teaching, which will be integrated into the College in 2013-14, provides a unique opportunity for the College to play a role in assuring comprehensive and streamlined advisement and support to these future educators. Moreover, the faculty of the College of Education is deeply committed to advancing just, equitable and inclusive education, and

will interpret this goal in its broadest context to address achievement gap issues within the College's credential and graduate programs.

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

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

**Goal 3:** This goal is consistent with the College of Education strategic goal related to just, equitable and inclusive education. The faculty task force for this initiative has recommended that each department assure that position descriptions and recruitment plans reflect these values. The College is committed to attracting and retaining diverse faculty, and its task force on faculty roles and responsibilities has developed a proposal on engaged scholarship as an equivalent to publication. Based on a literature review, the task force concluded that by encouraging engaged scholarship, the College will create and support an environment that is attractive to many faculty from underrepresented groups. College goals for 2013-14 are as follows:

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

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

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

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

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

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

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

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

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

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