



Commission on Teacher Credentialing

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Professional Services Division

March 22, 2013

Dr. Paul Beare, Dean
Kremen School of Education and Human Development
California State University, Fresno
5005 N. Maple Avenue
Fresno, CA 93740

Dear Dr. Beare:

Thank you for your timely submission of your institution's biennial report. The Commission staff has had an opportunity to review your submission and provides feedback to you at this time in the accreditation process.

As you know, each institution is responsible for submitting aggregated candidate assessment and program effectiveness data for all approved credential or certificate programs offered by the institution. This data must be submitted for *each* program approved by the CTC, include an analysis of that data, and identify program improvements or modifications that would be instituted to address areas of concern identified by the analysis of that data.

Biennial reports are now a critical component of the accreditation system. Over the past few years, the Commission has learned much about what makes for a robust, effective biennial report. With each year that the biennial report requirement has been implemented, the Commission has seen improvement in the quality of the reports submitted. However, still more work is needed to ensure greater consistency in the quality of reports and in ensuring that the data that institutions are collecting provides useful and meaningful information that, when used by program personnel, ultimately results in better prepared educators. Work will continue this year with the Committee on Accreditation to achieve these objectives. All institutions will be informed of any changes in expectations or report formats when these decisions have been made. In addition, a summary of the information from the Biennial Reports will be shared with the Committee on Accreditation. If staff has serious concerns about any of the information provided in biennial reports, staff may raise these issues with the institution and with the Committee on Accreditation.

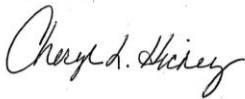
The Commission staff reviews each report submitted and provides feedback for your consideration. In reviewing the reports, staff is looking primarily for a few key components. Does the institution provide aggregated candidate data on 4-6 key assessments for each credential area? Does the institution disaggregate the data based on delivery model to ensure that key differences can be identified? Does the institution demonstrate that it uses assessments that are clearly based upon or linked to competencies identified in the CTC adopted standards? Does the institution analyze the data? Does the program use the data to make programmatic decisions? Did the program consider the feedback provided by CTC staff for its previous biennial report submissions, if applicable, in developing this biennial report?

Using these broad questions and others, the Commission staff provides comments for the program to consider. Please note that none of the staff review comments are to be taken as an indication of

whether standards are met or not met. The information provided by your institution in the biennial reports will be maintained by the Commission. The biennial reports and the CTC feedback are provided to the reviewers of the next regularly scheduled accreditation activity for your institution. For those about to begin the program assessment process, the documents are provided to the program assessment reviewers for additional information about how your programs are meeting standards. For those institutions with upcoming site visits, the biennial reports and CTC feedback are provided to site visit teams as additional information to consider in making decisions on standards.

The Commission would like to thank you for your efforts in preparing this report. If you have any questions about this report, or any aspect of the Biennial Report process, please feel free to contact Cheryl Hickey at chickey@ctc.ca.gov.

Sincerely,

A handwritten signature in cursive script that reads "Cheryl Hickey". The signature is written in black ink and is positioned above the typed name.

Cheryl Hickey
Administrator of Accreditation
Professional Services Division

California State University, Fresno

Biennial Report Response, For Reports Submitted in Fall 2012

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
Multiple Subject , with Intern	<u>Data Presented</u>	Context		Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported program modifications. The FAST system data is very clearly presented and identifying the TPEs which each task assesses was extremely helpful to reviewers. The FAST assessor information is very nicely presented. The Commission would like to use the CSU Fresno submission of this data as an example of an effective and useful means of providing this information. Please disaggregate the assessment data by delivery model -student teaching and intern. It is important for program improvement purposes to understand whether there are any significant differences in program effectiveness between the delivery models. For the next biennial report, please disaggregate the data by delivery model to determine whether there are any substantive differences in the data by delivery model. The Commission appreciates the weaknesses identified by the CSU Deans listed on page 128 but are unclear whether they relate to all CSUs or are specific to CSU Fresno. It is also unclear whether the CSU Chancellor’s survey is the
	Fresno Assessment of Student Teachers (FAST)	Changes since last BR/SV		
	Task 1: Comprehensive Lesson Plan Project	Assessments tied to Competences		
	Task 2: Site Visitation Project	Aggregated Data		
	Task 3: Teaching Sample Project	Analyzed/Discussed Data		
	Task 4: Holistic Proficiency Project	Modifications linked to Data		
	Chancellor Survey: Employers Assessment (supervisors one year out)	Modifications Explicitly Identified by Commission Standards		

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required														
				<p>source of the data for these weaknesses or whether it is a different data source.</p> <p>It would be helpful to more explicitly include the data from the Chancellor's survey as was included in the CSU Fresno Single Subject report.</p> <p>In addition to identifying the actions and their applicable TPE, in your next biennial report, please identify the program standard that is applicable to the change or proposed change.</p>														
Single Subject, with Intern	<u>Data Presented</u> <ul style="list-style-type: none"> • Candidate Assessment/Performance and Program Effectiveness Information • Site Visitation Project • Comprehensive Lesson Plan Project • Teaching Sample 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Context</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Changes since last BR/SV</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Assessments tied to Competences</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Aggregated Data</td> <td style="text-align: center;">√/-</td> </tr> <tr> <td style="text-align: center;">Analyzed/Discussed Data</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Modifications linked to Data</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Modifications Explicitly Identified by Commission</td> <td style="text-align: center;">√/-</td> </tr> </table>	Context	√	Changes since last BR/SV	√	Assessments tied to Competences	√	Aggregated Data	√/-	Analyzed/Discussed Data	√	Modifications linked to Data	√	Modifications Explicitly Identified by Commission	√/-		<p>Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications.</p> <p>Data presentation in Tables – Campuswide and CSU systemwide side-by-side was clear and easy to compare data.</p>
Context	√																	
Changes since last BR/SV	√																	
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Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
	Project <ul style="list-style-type: none"> Holistic Proficiency Project CSU System-wide Survey 	Standards		Summary data by specific TPEs within each FAST task was well presented. Data was provided for two years. Data was analyzed and discussed by gender and ethnicity; assessor calibration data and data scoring trends. Although the teacher candidate data are provided by program routes (Traditional and Intern), the data tables and analyses of FAST are not separated by program routes. It is important for program improvement purposes to understand whether there are any significant differences in program effectiveness between the delivery models. For the next biennial report, please disaggregate the data by delivery model to determine whether there are any substantive differences in the data by delivery model.
Education Specialist – MM and MS, with Intern	<u>Data Presented</u> <ul style="list-style-type: none"> Evaluation and Needs Assessment – Candidates Survey Evaluation and Needs Assessment – Administrator Survey CSU System-wide Survey—1st year graduates and Employers of 1st Year Graduates 	Context	√	Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications. Candidate data are provided for two years. Program Standards and TPEs are identified. Data presentation in Tables – Campuswide and CSU systemwide side-by-side was clear and easy to compare data. Use of Assessment Results to Improve Candidate and Program Performance table on Page 116, is very clear and easy understand program’s plan to
		Changes since last BR/SV	√	
		Assessments tied to Competences	√	
		Aggregated Data	√	
		Analyzed/Discussed Data	√/-	
		Modifications linked to Data	√	
		Modifications Explicitly Identified by Commission Standards	√-	

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required														
				<p>implement assessment to improve program effectiveness.</p> <p>Data are presented by Level I and II; however, data are not presented by the credential types – Mild/Moderate and Moderate/Severe as is required. For the next biennial report please disaggregate the data by credential type.</p> <p>Although the biennial report indicates that the program is offered via different delivery models on Page 106, data and analyses are not disaggregated by these two different delivery models. It is unclear in the biennial report whether the aggregated data provided reflects the inclusion of candidates in both models. It is important for program improvement purposes to understand whether there are any significant differences in program effectiveness between the delivery models. For the next biennial report, please disaggregate the data by delivery model to determine whether there are any substantive differences in the data by delivery model.</p>														
Agriculture Specialist <i>(Traditional and Intern)</i>	<u>Data Presented</u> <ul style="list-style-type: none"> • Candidate Assessment/ Performance and Program Effectiveness • Portfolio • Occupational Experience (T-14) • Exit Evaluation of Objectives • AGRI 281 Project • Graduates Follow-up Survey 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Context</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Changes since last BR/SV</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Assessments tied to Competences</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Aggregated Data</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Analyzed/Discussed Data</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Modifications linked to Data</td> <td style="text-align: center;">√</td> </tr> <tr> <td style="text-align: center;">Modifications Explicitly Identified by Commission Standards</td> <td style="text-align: center;">√-</td> </tr> </table>	Context	√	Changes since last BR/SV	√	Assessments tied to Competences	√	Aggregated Data	√	Analyzed/Discussed Data	√	Modifications linked to Data	√	Modifications Explicitly Identified by Commission Standards	√-		<p>Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications.</p> <p>Summary data are provided for 4 semesters, with descriptive statistics. Data presented in a consistent manner in tables.</p> <p>FAST data and discussion was specific to TPEs. Technical Competency and Professional Competency discussed clearly. Summary table with Data source, Data Focus, Action, and Timeline was very helpful to get a complete picture of</p>
Context	√																	
Changes since last BR/SV	√																	
Assessments tied to Competences	√																	
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Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
	<ul style="list-style-type: none"> • Employer Survey • FAST 			<p>the implementation plan and timeframe to improve program effectiveness.</p> <p>Although the biennial report identifies that the credential is offered by two different delivery model on Page 3, data presented are not separated by Traditional and Intern routes. Please provide that data in the next biennial report should you have sufficient candidates by which this data will be meaningful (more than 10 in any one route).</p> <p>Modifications to program were not explicitly identified by Commission standards.</p>
Reading Language Arts Specialist Credential	<u>Data Presented</u> <ul style="list-style-type: none"> • Theory to Practice Paper and Project • Instructional Portfolio • Matrix of Experience • Information collected on candidate performance and program effectiveness • Reading/Language Arts Specialist Program Survey 	Context	√	<p>Data, analysis, and program modifications were provided. Data and analysis supported proposed program modifications.</p> <p>The program should consider providing data disaggregated by location to ensure program quality is the same in all locations.</p> <p>The program is encouraged to continue to seek ways in which to increase the return rate of post-program survey in order to have a better picture of program effectiveness.</p> <p>Tables 7 and 8 contain the same data as in the 2010 Biennial Report and have not been updated for 2010-11 and 2011-12.</p>
		Changes since last BR/SV	√	
		Assessments tied to Competences	√	
		Aggregated Data	√	
		Analyzed/Discussed Data	√	
		Modifications linked to Data	√	
Modifications Explicitly Identified by Commission Standards	√-			

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
				In the next biennial report, please explicitly list the standard that would be impacted by the modification presented.
Preliminary Administrative Services	<u>Data Presented</u> <ul style="list-style-type: none"> • Signature Assignment/Embedded Fieldwork • Assignment Assessment • End-of-Program Graduating Candidate Survey • Culminating Experience: Mock Interview and Administrator Focus Group Interview 	Context	√	<p>Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications. The report includes strong continuation information from the last biennial report regarding questions raised and actions taken, followed by an analysis on the success of those actions.</p> <p>With the reactivation of the Clear ASC program, the Commission looks forward to the inclusion of data from this program in future biennial reports.</p> <p>The contextual information indicates that the program is offered in both a traditional and intern model, yet data are not disaggregated by program model.</p> <p>The contextual information indicates that the program is offered in 7 cohort models, yet data is not disaggregated by cohort membership. The Commission encourages the data be disaggregated by cohort in future reports in order to examine candidate competencies and program effectiveness across locations.</p> <p>While this Biennial Report included copies of the actual assessment tools as appendices, it is neither expected nor required as part of the Biennial Report process. The assessments tools should be included as part of the program</p>
		Changes since last BR/SV	√	
		Assessments tied to Competences	√	
		Aggregated Data	√-	
		Analyzed/Discussed Data	√	
		Modifications linked to Data	√	
		Modifications Explicitly Identified by Commission Standards	√-	

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
				assessment submission. In the next biennial report, please explicitly list the standard that would be impacted by the modification presented.
School Counseling	<u>Data Presented</u> <ul style="list-style-type: none"> • Clinical Review • Graduate Writing Requirement • Field Practice Evaluation Form • Professional Disposition Evaluation • Employer's Evaluation • PPS Program Completion Form <u>Assessments/Data discussed but not presented</u> <ul style="list-style-type: none"> • Exit Survey 	Context	√	<p>Readers found the presentation of data easily accessible and understandable. Data, analysis, and program modifications were presented and supported some program modifications.</p> <p>The readers found it difficult to connect the data that was presented to the Areas for Improvement in Section A, Part III (e.g. faculty teaching: interactive vs. didactic).</p> <p>The contextual information states that both a traditional and intern program are sponsored by the institution, yet data was not disaggregated for each of the programs. In future reports please provide data and discussion of each program.</p> <p>The data presented in the assessment tool "Professional Disposition" notes numerous instances of "not observed." Providing information regarding the program's response to this information or an explanation of these numbers would</p>
Changes since last BR/SV	√			
Assessments tied to Competences	√			
Aggregated Data	√			
Analyzed/Discussed Data	√/-			
Modifications linked to Data	√/-			
Modifications Explicitly Identified by Commission Standards	√/-			

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
				<p>strengthen the program's report.</p> <p>While the Program Completion data form is useful as a checklist for the program/institution, for the purposes of the biennial report, this checklist is not considered candidate assessment or program effectiveness data.</p> <p>Section A Part III could more adequately reflect the richness of the data presented in Section A Part II. While the data indicates the program and candidates are in the satisfactory range, there were individual trends and patterns that could be analyzed and discussed. A more specific plan of action (Section A, Part IV) would be of greater benefit to the program in addressing candidate and programmatic concerns.</p> <p>In the next biennial report, please explicitly list the standard that would be impacted by the modification presented.</p>
PPS: School Social Work and CWA	<u>Data Presented</u> <ul style="list-style-type: none"> Program Decision Points Data 	Context	√	Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications.
		Changes since last BR/SV	√	
		Assessments tied to Competences	√/-	

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
With Intern	<ul style="list-style-type: none"> • Grades in SWrk 274 • Grades in SWrk 275 • PPS Candidate Dispositions Evaluation • PPS Candidate Portfolio • Unit Exit Survey <p><u>Assessments/Data discussed but not presented</u></p> <ul style="list-style-type: none"> • Program Exit Survey • Employer Survey • Alumni Survey 	Aggregated Data	√	<p>and Attendance authorization. However, there are no assessments or data presented that directly relate to this authorization. For the next biennial report, please provide data for 4-6 key assessments for the CWA program. These data can be presented either in the report for the School Social work or as a separate report, but the assessments provided should reflect the different competencies required of the CWA program.</p> <p>While the program provides program modifications based on data analyses, these are not tied explicitly to program standards. In future biennial reports, please include the standards that modifications are directly related to in order to more clearly demonstrate improved program effectiveness.</p>
		Analyzed/Discussed Data	√	
		Modifications linked to Data	√	
		Modifications Explicitly Identified by Commission Standards	√-	
PPS: School Psychology	<p><u>Data Presented</u></p> <ul style="list-style-type: none"> • Praxis • Faculty ratings • Field supervisor evaluations • Intervention studies • Portfolio • Exit survey • Thesis rubrics 	Context	√	<p>Data, analysis, and program modifications were provided and clearly presented. Data and analysis supported proposed program modifications.</p> <p>A robust report provides information on both candidate assessments and program effectiveness. The program might consider including additional program effectiveness information such as from employers or completers after time in the field provides as it provides valuable information for program improvement.</p>
		Changes since last BR/SV	√	
		Assessments tied to Competences	√	
		Aggregated Data	√	
		Analyzed/Discussed Data	√	
		Modifications linked to Data	√	
		Modifications Explicitly Identified by Commission Standards	√	

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
School Nurse Services	<u>Data Presented</u>	Context	√	Overall, the data, analysis, and program modifications were present and linked. Data and analysis supported program modifications. Only one year of data was provided. In the next biennial report, please include two years of data. Data from the preceptor checklist of skills and competencies includes was provided as the primary source candidate assessment data, yet only data from one of the three sections identified (Professional Management Skills) was provided. The program should consider including data for all three sections of the school nurse competencies or (other assessments) as that would provide a more comprehensive picture of candidate's skills/competencies. The notice on page 178 identifying how changes from data revealed in previous biennial reports are yielding program improvement is very helpful and provides evidence that the program is using data for program improvement.
	Preceptor Checklist of Skills and Competencies (tied to CTC Standards) Nursing 186 and 187	Changes since last BR/SV	0	
	Preceptor evaluation of candidate dispositions	Assessments tied to Competences	√	
	Preceptor Evaluation of Clinical Course	Aggregated Data	√-	
	Course Evaluation by Candidate	Analyzed/Discussed Data	√	
	<u>Assessments/Data discussed but not presented</u>	Modifications linked to Data	√	
	District School Nurse Supervisor Survey	Modifications Explicitly Identified by Commission Standards	√-	
	Candidate Exit Survey			
Final Narrative/Self Eval				

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
	Class participation Mid Term Conference Grade Point Average Candidate Evaluation of Preceptor Experience Faculty Teaching Evaluation Faculty Peer Evaluation			
Speech-Language Pathology Services	<u>Data Presented</u> <ul style="list-style-type: none"> • Comprehensive Examination • Clinic/Student Teaching Evaluations • Graduate Writing Requirement • Praxis Pass Rates 	Context Changes since last BR/SV Assessments tied to Competences Aggregated Data Analyzed/Discussed Data Modifications linked to Data Modifications Explicitly Identified by Commission Standards	√ √ √ √ √/- √ √	<p>Overall, the data, analysis, and program modifications were present and linked. Data and analysis supported program modifications.</p> <p>While candidate assessment data are critical and are presented in this report, the Biennial Report requires that aggregated data from other sources that provide an indication of program effectiveness be included. Survey information from employers, post program surveys from completers, candidate satisfaction surveys are some examples of program effectiveness data that can provide important perspectives on how well its program prepares candidates for the districts it serves and indicate areas for possible program improvement.</p>

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √ /- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
				<p>The biennial report starts with basic information about the program and candidate data. Page 181, starts with Table 4; there is no mention of Tables 1-3.</p> <p>Section III (page 187) – was left blank. It is unclear whether this was an omission or whether the limited information provided for each assessment in Part II was the analysis.</p> <p>Data was presented, analyzed and linked to Commission Program Standards</p> <p>Candidate data was analyzed – e.g., lower first-time pass rate in Spring and modifications made so that candidates achieved 100% in the second attempt. It was explained that the candidates were given feedback on their writing (APA Format) and that improved the pass rate.</p> <p>The Commission notes the low pass rate on the Graduate Writing exam and commends the institution for taking action that improved the overall pass rate for this examination.</p>
DHH	<u>Data Presented</u> <ul style="list-style-type: none"> • Clinic/Student Teaching Evaluations • Comprehensive Exams • Exit Interviews • Summary of 	Context	√	<p>Data, analysis, and program modifications were provided, clearly presented, and well linked.</p> <p>A thorough analysis of new survey for undergraduate students was done. Report discussed the low pass rate of 11.11% for first attempt in spring 2011 on the</p>
Changes since last BR/SV	√			
Assessments tied to Competences	√			
Aggregated Data	√			
Analyzed/Discussed Data	√			

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √/- Present, but Insufficient 0 Missing/Not Evident		Comments/Additional Information Required
	Undergraduate and Graduate Outcome Assessment and Results • Pass rate for graduate writing requirement	Modifications linked to Data	√	graduate writing exam and the remedies to improve the pass rate for second attempt. While the program provides program modifications based on data analyses, these are not tied explicitly to program standards. In future biennial reports, please include the standards that modifications are directly related to in order to more clearly demonstrate improved program effectiveness. In the future, please aggregate the data instead of providing for each candidate. We understand that analyzing and interpreting these data is difficult when the numbers of candidates in the program are low.
		Modifications Explicitly Identified by Commission Standards	√-	
ECE Specialist	<u>Data Presented</u> • Action Project/Paper/Presentation • ECE Leader Portfolio • Developmentally Appropriate Practice • The ECE Leadership Activity • Research Paper • ECE Writing Exam • Graduate Program Exit Survey	Context	√	Data, analysis, and program modifications were provided, clearly presented, and well linked. Data and analysis supported program modifications.
		Changes since last BR/SV	√	
		Assessments tied to Competences	√	
		Aggregated Data	√	
		Analyzed/Discussed Data	√	
		Modifications linked to Data	√	
		Modifications Explicitly Identified by Commission Standards	√	
Part B: Institutional Summary and		The Institutional Summary indicates that leadership has reviewed the biennial report information submitted for all programs. It demonstrates a thoughtful review of each program's report and identifies areas of strength and areas in need of		

Program(s)	Candidate/Program Data Submitted	Components √ Evident/Meets Requirement √ /- Present, but Insufficient 0 Missing/Not Evident	Comments/Additional Information Required
Plan of Action		improvements and identifies trends across programs within the institution. The Commission thanks the institution for piloting the new Part B.	
<i>Submission of a Biennial Report for each approved educator preparation program is required as part of the Commission's accreditation activities but does not, in and of itself, imply that any of the Commission's Common or Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.</i>			