



## Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov  
*Professional Services Division*

May 23, 2011

Dr. Jim Marshall  
Associate Dean  
California State University, Fresno  
5005 N. Maple Avenue  
Fresno, CA 93740-8025

Dear Dr. Marshall

Thank you for the submission of your Program Assessment Documents for the Pupil Personnel Services Programs at CSUF. You will find an attachment containing the Preliminary Report of Findings from the initial review of your document with feedback and the standards' status shown in **blue**.

During the review, the Program Assessment Readers were looking for the following information:

1. Does the narrative response to the standard describe "how" the standard is being met?
2. Does the response address the language of the standard?
3. Does the documentation support the narrative response and align with the standard?
4. Are the assessments that are used to develop the biennial report included with appropriate explanation?

For assistance in understanding what Program Assessment requires, please see Chapter six of the Accreditation Handbook which is posted at <http://www.ctc.ca.gov/educator-prep/accred-handbook.html>. In addition, the Program Assessment webpage has updated guidance posted at <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>.

For each program standard, the readers have identified whether the narrative and documentation provided adequate information for the readers to determine whether program standards are preliminarily aligned or if additional information is needed. Reviewers attempted to provide as much guidance as possible on how the program might respond to the request for more information. It is important to note that the Preliminary Report of Findings does not imply that any of the Commission's Program Standards are met. The decision whether each standard is met or not is the responsibility of the site visit team.

The process of Program Assessment allows each program to respond to questions asked by the readers and provide additional information. Review PSA 10-12 (attached) for the preferred method of submitting new information by amending your original document. We ask that you not submit additional information outside of the document, as all of the new information and documentation will need to be included in your final document for the site review team.

You will find the attached Preliminary Report of Findings with each program standard listed. Below each standard is the status the readers have selected at this time. In this first review, the options for standard status are "Preliminarily Aligned" or "More Information Needed." Readers have provided you with specifics in the Questions, Comments, Additional Information Needed section. If there is additional information needed, you may submit the information and readers will review it. If the additional information provided addresses the questions or concern noted, then the standard will be deemed

Preliminarily Aligned through the Program Assessment process. The site visit will gather evidence to confirm the preliminary findings from the Program Assessment process.

To facilitate a timely review process, and to keep the information fresh in the readers' minds, we strongly encourage you to submit the requested information within the next month. *(If you anticipate it taking longer than one month please provide us with an approximate date of your response.)* This information will be forwarded to the original readers for their review. After the review, you will be notified again whether the additional information was sufficient to respond to all outstanding questions. This feedback cycle or professional dialogue will continue throughout the majority of 2012.

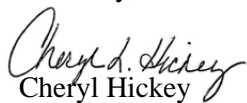
The Committee on Accreditation (COA) will need to receive a report from the Program Assessment readers to configure the site team and to determine whether there are any programs that require an in-depth review during the site visit which is scheduled for the 2012-13 year. The Preliminary Report of Findings for each program will be provided to the institution and shared with the Site Visit team as they prepare for your 2012-13 site visit. It is expected that all Preliminary Reports of Findings will be finalized approximately six months before your scheduled site visit. Programs that have not been determined to be preliminarily aligned by readers may end up with an in-depth site visit review, rather than program sampling.

Please return your amended document electronically as a word or PDF document in an e-mail attachment to [ProgramAssessment@ctc.ca.gov](mailto:ProgramAssessment@ctc.ca.gov) within four weeks from receipt of the readers' feedback. Please note that we cannot accept email attachments that are zipped or larger than 10MB. **You will receive a confirmation email when your resubmission has been received. If you do not receive a confirmation within 5 business days, then your resubmission has not been received. Please contact us directly at the email above if this happens.**

Please note that some of the information needed to determine that Program Standards are met will be reviewed at the site visit and is indicated as such on the Preliminary Report of Findings form. There is no need to send that information, but have it available at the site visit.

Should you have questions about the information contained in this report, the Program Assessment process, or how to submit additional information, please send an e-mail to [ProgramAssessment@ctc.ca.gov](mailto:ProgramAssessment@ctc.ca.gov) and a staff member will respond to you promptly.

Sincerely,



Cheryl Hickey  
Administrator of Accreditation

cc: Dr. Paul Beare, Dean



# PROGRAM SPONSOR ALERT

Date: June 24, 2010

Number: 10-12

Subject: Maintaining a current program document and responding to document review feedback

## **Summary**

This notice is to remind all institutions that they should maintain a current program document for each program. The document needs to be updated as the program is modified based on the analysis of data and the continuous improvement focus of the Commission's accreditation cycle.

Additionally, this notice provides information on best practices for responding to Initial Program Review (IPR) feedback and Program Assessment (PA) feedback that will facilitate reader review of the additional information and assist the sponsor in developing a final and complete program document.

## **Background**

Prior to the implementation of the current accreditation system, the general practice was to write a program document, participate in the review process, and then shelve the document until the next accreditation site visit which was 5-7 years away. Documents would typically not be updated until it was time to prepare for the site visit. The revised accreditation system expects program sponsors to continuously improve their programs and to update program narratives accordingly.

As stated in chapter four of the Accreditation Handbook: "The overarching goal of the accreditation system is to ensure that educator preparation programs are aligned with the Common Standards which require, among other things, that institutions develop comprehensive data collection systems to support continuous program improvement and to demonstrate candidates' knowledge and skills for educating and supporting all students in meeting the state-adopted academic standards."

Program documents provide the narrative explaining how the program meets (or plans to meet for Initial Program documents) to the educator preparation program standards. As programs are modified through the continuous improvement process, or in response to updated program standards, it is advisable that institutions update program documents, at least annually. The program document then becomes a “living” document that continually incorporates the changes and improvements that the program sponsor makes to the program.

### **Best Practices for Maintaining a Current Document**

There are specific times when a program document must be updated. These include during the initial program review (IPR) and the program assessment process. Programs seeking Initial Program Approval provide a document written from the perspective of how a program plans to meet the standards. Likewise, Program Assessment, conducted in the fourth year of the accreditation cycle, requires that programs provide a written document describing how the program is actually implemented by responding to standards. Both processes require a review of the institutional response by experts, usually members of the Board of Institutional Reviewers (BIR), and usually result in a request for additional information before the review can be concluded.

### Updating the Program Document during Initial Program Review or Program Assessment

With both IPR and Program Assessment, feedback is provided from the readers back to the program. For responses requiring additional information, programs should amend the original submission document and **emphasize the new information** so that readers may easily find the new information. Emphasizing the new information can be done by changing the font color to a noticeably different color (i.e. blue, green, or purple), or highlighting the new text using the **highlight tool** found in most word processing software programs.

Emphasizing the new information assists the readers as they strive to complete their second or third review of the program document and provide additional feedback to the program. To facilitate a timely review process, and to keep the information fresh in the reader’s minds, it is expected that programs will submit the requested information within the next month of receiving the request for additional information from the reviewers. (If programs anticipate that it will take longer than one month, they should provide the Commission with an approximate date for submission of requested information.)

Submitting additional information for the readers in the manner described below will facilitate the institution’s development of a clean, comprehensive program narrative once the review processes are completed.

### Completing the Review Process and Submitting the Final Document:

#### *Initial Program Review:*

Once the initial program proposal has been deemed by the reviewers to meet all program standards, a final, updated, and complete electronic document is due to the Commission. This electronic document will be filed at the Commission. As the program is being implemented, program personnel should continue to update the document to reflect how the program is actually meeting standards. Making these changes as they occur will make submitting the documentation for Program Assessment in year four of the accreditation

cycle much easier. The updated document should not be sent to the Commission until the Program Assessment year.

*Program Assessment:*

Once the PA review is complete and all standards have been deemed to be *Preliminarily Aligned*, a final, electronic copy of the document with no unnecessary font color or highlight must be submitted to the Commission. This final document will be used by members of the accreditation site visit team.

On-going Updates to Program Documents at the Institution

Beyond IPR and PA, institutions should update their program narrative document whenever changes are made to the program that impacts how the program is aligned to the program standards. It is up to the institution to update its documents, however Commission staff suggest that an annual review of the narratives might be worthwhile. In addition, while Common Standards are not reviewed until the site visit, it is beneficial for the institution to update the Common Standards narrative (or Institutional Report for NCATE institutions) on an annual or biennial time line as well, as this will lessen the amount of work to be done prior to the site visit.

The Biennial Report process requires the institution to identify changes consistent with adopted program standards in response to a program's analyses of candidate competence and program evaluation data. The Biennial Report process provides an ideal opportunity to update the program narrative. Although this updated standards document is not submitted along with the Biennial Report, the biennial report process requires the institution to consider necessary changes to a program's response to the standards and provides an ideal opportunity to update the program narrative.

By updating program documents periodically, less effort will be required in preparation for Program Assessment or a site visit than has traditionally been the case in the past. The institution's narrative addressing the Common Standards should also be reviewed and updated as changes are made in the implementation of its approved educator preparation programs throughout the accreditation cycle.

*Please note: it is not necessary to resubmit your updated program narrative to the Commission when changes are made during the seven year cycle—The Biennial Report contextual information provides the information to the Commission. Program documents are only submitted during the Initial Program Approval and Program Assessment review processes.*

**References**

Accreditation webpage: <http://www.ctc.ca.gov/educator-prep/program-accred.html>

Program Assessment web page: <http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html>

**Contact Information**

Initial Program Review – [ipr@ctc.ca.gov](mailto:ipr@ctc.ca.gov)

Program Assessment – [programassessment@ctc.ca.gov](mailto:programassessment@ctc.ca.gov)

Biennial Reports – [biennialreports@ctc.ca.gov](mailto:biennialreports@ctc.ca.gov)

**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Pupil Personnel Services—School Counselor 2000**

**Institution** CSU Fresno  
**Date of initial review** March 2011  
**Subsequent dates of review**

**General Comments:**

CSUF is CACREP accredited, only the standards outside the CACREP alignment matrix were reviewed, all others are considered preliminarily aligned based on the CACREP accreditation.

Reviews appreciated the inclusion of links to course objectives; however the links to the actual assignments, activities, and assessments in relation to each standard was pivotal in the review process. Reviewers were also confused by contradicting information provided in the supporting documents regarding the fieldwork requirements, for example on Page 437 and 438 of the report it states updates will be made in 1/03 and that Candidates need 450 hours of field work experience, while the narrative response to the standard indicates that candidates complete 600 hours as required by the standard.

*Status	Standard
	1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	2: Growth and Development <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	3: Socio-Cultural Competence <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	4: Assessment <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	5: Comprehensive Prevention and Early Intervention for Achievement <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	6: Professional Ethics and Legal Mandates <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	7: Family-School Collaboration <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

<b>*Status</b>	<b>Standard</b>
	8: Self-Esteem and Personal and Social Responsibility <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	9: School Safety and Violence Prevention <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	10: Consultation <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	11: Learning Theory and Educational Psychology <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	12: Professional Leadership Development <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	13: Collaboration and Coordination of Pupil Support Systems <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	14: Human Relations <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
More information needed	15: Technological Literacy <i>Questions, Comments, Additional Information Needed:</i> How does the institution provide candidates with opportunities to demonstrate skills in current technology for collecting, organizing, distributing and analyzing data and resources in order to facilitate effective and appropriate outcomes in program management and individual student achievement as required in the standard? It appears students need to “Become familiar” with school based technology, but how do they demonstrate the skills described in the statement above? <b>Evidence to be reviewed at the site visit:</b>
	16: Supervision and Mentoring <i>Questions, Comments, Additional Information Needed:</i>
	17: Foundations of the School Counseling Profession <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	18: Professionalism, Ethics & Legal Mandates <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	19: Academic Development <i>Questions, Comments, Additional Information Needed:</i> <b>Evidence to be reviewed at the site visit:</b>
	20: Career Development <i>Questions, Comments, Additional Information Needed:</i>

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

<b>*Status</b>	<b>Standard</b>
	<b>Evidence to be reviewed at the site visit:</b>
	21: Personal and Social Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	22: Leadership <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	23: Advocacy <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	24: Learning, Achievement and Instruction <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	25: Individual Counseling <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	26: Group Counseling and Facilitation <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	27: Collaboration, Coordination and Team Building <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	28: Organizational and System Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	29: Prevention Education and Training <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	30: Research, Program Evaluation and Technology <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily aligned	31: Field Experience <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	32: Determination of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission's accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission's Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.*



**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Pupil Personnel Services—School Psychologist 2000**

**Institution** CSU Fresno  
**Date of initial review** May 2011  
**Subsequent dates of review**

**General Comments:** CSUF is NASP accredited, only the standards outside the NASP alignment matrix were reviewed, all others are considered preliminarily aligned based on the NASP accreditation.

*Status	Standard
	1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	2: Growth and Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	3: Socio-Cultural Competence <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	4: Assessment <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	5: Comprehensive Prevention and Early Intervention for Achievement <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	6: Professional Ethics and Legal Mandates <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	7: Family-School Collaboration <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

More information needed	8: Self-Esteem and Personal and Social Responsibility <i>Questions, Comments, Additional Information Needed:</i> How does the program provide all candidates with opportunities and experiences to assess their own self-esteem as required by the standard?
	<b>Evidence to be reviewed at the site visit:</b>
	9: School Safety and Violence Prevention <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	10: Consultation <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	11: Learning Theory and Educational Psychology <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	12: Professional Leadership Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	13: Collaboration and Coordination of Pupil Support Systems <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	14: Human Relations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	15: Technological Literacy <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More information needed	16: Supervision and Mentoring <i>Questions, Comments, Additional Information Needed:</i> How does the program provide candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements? The supporting course syllabi primarily focus on consultation with little to no emphasis on Supervision and Mentoring. Provide evidence that candidates know and understand what to expect from their site supervisors during their practica and internship.
	<b>Evidence to be reviewed at the site visit:</b>
	17: Psychological Foundations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

	18: Educational Foundations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	19: Legal, Ethical and Professional Foundations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	20: Collaborative Consultation <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	21: Wellness Promotion, Crisis Intervention and Counseling <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	22: Individual Evaluation and Assessment <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	23: Program Planning and Evaluation <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	24: Research, Measurement and Technology <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	25: Practica <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	26: Culminating Field Experience <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
	27: Determination of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission's accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission's Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.*

**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Pupil Personnel Services- School Social Work Specialization Standards (2000)**

**Institution** CSU Fresno  
**Date of initial review** May 2011  
**Subsequent dates of review**

**General Comments:** Although the links to the assignments are functional, the reviewers would appreciate hyperlinks to each course syllabus that is referenced to support the programs response to each standard.

*Status	Standard
Preliminarily Aligned	1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	2: Growth and Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	3: Socio-Cultural Competence <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	4: Assessment <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	5: Comprehensive Prevention and Early Intervention for Achievement <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	6: Professional Ethics and Legal Mandates <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	7: Family-School Collaboration <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More information needed	8: Self-Esteem and Personal and Social Responsibility <i>Questions, Comments, Additional Information Needed:</i>
	How does the program provide all candidates with opportunities and experiences to assess their own self-esteem? Provide description of the following activity referred to on p. 39 of Prog. Rev Doc. Adv Work Practice with Youth. (This content includes defining self esteem and participating in a class exercise on self esteem). Is this where candidates measure their own self-esteem?
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission's accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission's Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

<b>*Status</b>	<b>Standard</b>
Preliminarily Aligned	9: School Safety and Violence Prevention <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	10: Consultation <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	11: Learning Theory and Educational Psychology <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	12: Professional Leadership Development <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	13: Collaboration and Coordination of Pupil Support Systems <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	14: Human Relations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More information needed	15: Technological Literacy <i>Questions, Comments, Additional Information Needed:</i> How does the program ensure that all candidates have the opportunity to understand and demonstrate skills in current technology, for example the use of CMS/CWS computer database for some candidates?
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	16: Supervision and Mentoring <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	17: Social Work Foundations <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	18: Professional Ethics <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	19: Wellness and Resiliency Promotion <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	20: Direct Learning Support Services <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	21: System Level Learning Support Services <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission's accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission's Program Standards are Met. The decision if each standard is met or not is the responsibility of the site visit team.*

<b>*Status</b>	<b>Standard</b>
Preliminarily Aligned	22: Pupil, Family, Faculty and Community Linkages and Partnerships <b><i>Questions, Comments, Additional Information Needed:</i></b>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	23: Research <b><i>Questions, Comments, Additional Information Needed:</i></b>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	24: Field Experiences <b><i>Questions, Comments, Additional Information Needed:</i></b>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	25: Determination of Candidate Competency <b><i>Questions, Comments, Additional Information Needed:</i></b>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission's accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission's Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*

**Commission on Teacher Credentialing  
Program Assessment Feedback**

**Pupil Personnel Services- Child Welfare and Attendance Specialization Standards (2000)**

**Institution** CSU Fresno

**Date of initial review** May 2011

**Subsequent dates of review**

**General Comments:** Most standards are preliminarily aligned, however providing more than a reference to topic category in the class schedule as listed in the course syllabus would help reviewers find support for finding preliminary alignment of the standard.

*Status	Standard
Preliminarily Aligned	1: Professional Role of Child Welfare and Attendance Provider <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	2: Laws Pertaining to Child Welfare and Attendance <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b> May be helpful to review text for course used to substantiate the required items as stated in the standard
Preliminarily Aligned	3: Program Leadership and Management <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	4: Collaboration <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	5: School Culture and Related Systems <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b> May be helpful to review text for course used to substantiate the required items as stated in the standard
Preliminarily Aligned	6: Assessment and Evaluation of Barriers to Student Learning <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>
More information needed	7: Field Experience and Supervision of Child Welfare <i>Questions, Comments, Additional Information Needed:</i> Readers could not substantiate that candidates are required to “In addition to the requirements ..... candidates complete a minimum of one hundred fifty (150) clock hours of field experience” as stated in the standard, and as opposed to completing the 150 hours within the requirements of the other PPS credentials. Additionally, how does the program ensure that candidates complete “A minimum of 30 clock hours are in interdisciplinary experiences in a setting that is outside the field of education” as stated in

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met .  
The decision if each standard is met or not is the responsibility of the site visit team.*

*Status	Standard
	the standard? Readers found that 22 hours were clearly assigned to meet this part of the standard, however the remaining 8 hours is only stated as “other”.
	<b>Evidence to be reviewed at the site visit:</b>
Preliminarily Aligned	8: Determination of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i>
	<b>Evidence to be reviewed at the site visit:</b>

*Program Assessment for each approved educator preparation program is required as part of the Commission’s accreditation activities. The Preliminary Report of Findings does not imply that any of the Commission’s Program Standards are Met . The decision if each standard is met or not is the responsibility of the site visit team.*