



COMMISSION ON
TEACHER CREDENTIALING
Ensuring Educator Excellence

**Commission on Teacher Credentialing
Biennial Report**
(For Institutions in the Yellow, Blue, and Violet Cohort Due Summer/Fall 2012)
Academic Years 2010-11 and 2011-12

Institution	California State University, Fresno
Date report is submitted	August 1, 2012
Program documented in this report	ECE Specialist Credential
Name of Program	ECE Graduate Program
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Traditional
Credential awarded	California ECE Specialist Credential
Is this program offered at more than one site? NO	
If yes, list all sites at which the program is offered	
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Title	
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I. Contextual Information

The Graduate Program in the Kremen School of Education and Human Development at California State University, Fresno offers one Doctoral degree, six Masters' degrees, six advanced credentials, and three advanced certificates. The Early Childhood Education Program (ECE) is one of four program options in the Masters in Education program; the Early Childhood Education Specialist Credential is one of the six advanced credentials offered by the Kremen School. The Advanced Program in ECE has long held National Recognition status by the *National Association of Education for Young Children* (NAEYC), a status most recently verified in March 2006 based on the recommendation of a joint CCTC/NCATE accreditation visit. Using a technology-enhanced traditional delivery model, all ECE courses with the exception of fieldwork are held on the Fresno State campus; classes are scheduled for evenings to accommodate our working professional clientele; and the vast majority of our students attend part-time, taking two classes per semester.

While not required, virtually all ECE Specialist Credential candidates concurrently complete their Masters' in Education degree, whereas only a very small percentage of Masters' candidates meet the stringent criteria imposed by the State *and* the Program for the ECE Specialist Credential: a California Multiple Subject Credential and two years of experience at two levels of ECE. The majority of our students are employed in positions not requiring an elementary teaching credential — preschools teachers, Head Start teachers/supervisors, family ECE providers, center and program administrators, educators in human service agencies, and infant/toddler caregivers and subsequently do not meet the state criteria. And although the recent growth in the ECE graduate program can be linked with the admission of newly credentialed teachers but who cannot find full-time employment, those beginning teachers lack the experience criteria imposed by the Program. The result is a small but growing subgroup of ECE Specialist Credential candidates in a larger and growing ECE graduate program.

Comparison of ECE MA Candidates and ECE Specialist Candidates		
	2010-2011	2011-2012
MA Candidates Admitted / Completers	27 / 4	14 / 5
ECE Specialist Credential Candidates Admitted / Completers	4 / 2	1 / 3

Changes since Last Accreditation Activity

A. Changes based on Commission's response to Biennial Report, 2008-09 & 2009-10

Commission Recommendation	Action Taken	Timeline
“Much of the data provided in general fell within the three broad categories of ‘expectations not yet met,’ ‘meets expectations,’ ‘exceeds expectations.’ The program might consider whether it would be more useful, for the purposes of program improvement purposes, if the data was aggregated at a more detailed level, specifically around candidate competencies as described in the program standards.”	<ul style="list-style-type: none"> • Rubrics for all assessments were revised to score each Standard and Essential Tool evaluated by each assessment. • Rather than scoring holistically, a discreet score for each competency and standard evaluated by each assessment is determined and recorded in a data base • Student scores are maintained on a Blackboard Organization file for access by program faculty. 	2009-2011 2010-11 Sp., 2012

B. Changes based on self-study of goals reported in the Biennial Report, 2008-09 & 2009-10

Self-Study Recommendation	Action Taken	Timeline
Provide writing resources.	ECE faculty advisors are referring students to the “Writing Studio,” a new resource for graduate students sponsored by the Division of Graduate Studies at Fresno State as soon as problems in writing skills are detected. Writing skills, however, remain a concern for faculty.	2008 – on-going
Change in reporting method from holistic to discreet scores relative to NAEYC Standards and Essential Tools adopted as Program competencies.	Scores are currently being reported by Standard and Essential Tool for each assessment and aggregated across assessments in order to evaluate overall performance on all Standards and Tools. This more discreet method provides students and faculty with a more descriptive evaluation of performance.	2010-11
Design and maintain a permanent database for entering assessment scores.	A database has been created within the Blackboard Organization structure and is available to all ECE graduate faculty to input scores. We continue to refine this organizational tool.	Spring, 2012
Recruit more ECE Specialist Credential candidates.	ECE Graduate Program numbers have significantly increased with an increase in candidates who have completed an elementary credential program. This is the result of more recent basic credential candidates continuing on with their education because of fewer full-time job opportunities; an increase in interest in the Transitional Kindergarten programs; and stronger direct marketing efforts to new graduates and new TK teachers.	2009- on-going

II. Candidate Assessment/Performance and Program Effectiveness Information

Key Assessments

Five key program assessments used to evaluate candidate effectiveness and subsequently provide feedback for data-driven program improvement efforts are described in this section. All candidates in the ECE Advanced Program complete all assessments although ECE Specialist Credential candidates who are *not* concurrently earning their Master’s in Education through the ECE Option are required to successfully complete a research paper in lieu of a thesis or project.

Assessment	Content Evaluated	Implementation: Where & When
Assessment 1: Action Research Project /Paper / Presentation	This assessment evaluates NAEYC Standards 3, & 4 and Essential Tools 4 & 6	CI285, Advanced Educational Psychology
Assessment 2: ECE Leader Portfolio	This assessment evaluates NAEYC Standards 1, 2, 3, 4, & 5 and Essential Tools 1, 2, 3, 4, 5, 6, 7, 8, & 9.	LEE241 – Field Work in Early Childhood Education in the last or next-to-last semester of the Program.
Assessment 3: Developmentally Appropriate Practice: The Charter School	This assessment evaluates NAEYC Standards 1, 2, 3 & 4 and Essential Tools 1 & 5.	Each of the four ECE elective courses — LEE171, 232, 233, & 271 — adapt the Charter School Project for their course focus. Toward the end of the Program, students enrolled in LEE241 synthesize the individual assignments as part of their Leadership Portfolio.
Assessment 4: The ECE Leadership Activity	This assessment evaluates NAEYC Standard 5 and Essential Tools 3, 7 & 9.	LEE241 ECE Fieldwork
Assessment 5: Research Paper (In lieu of thesis or project completed by MA candidates at the end of their program)	This assessment evaluates NAEYC Standard 5 and Essential Tools 4 & 6	With the student’s ECE Academic Advisor in the last semester of coursework.

Additional Information Gathered

Assessment	Content Evaluated	Implementation: Where & When
ECE Writing Exam	Demonstration of graduate-level competence in written English: clear organization and presentation of ideas; an ability to arrange ideas logically so as to establish a sound scholarly argument; thoroughness and competence in documentation; an ability to express in writing a critical analysis of existing scholarly/professional literature in the student’s area of interest; and an ability to	LEE235 during first or second semester of the graduate program. Students cannot apply for Advancement to Candidacy until they have successfully fulfilled this requirement.

	model the discipline's overall style as reflected in representative journals.	
Graduate Program Exit Survey	Evaluation of program effectiveness, faculty, and program content.	Required of all graduates upon filing for graduation. Administered by Graduate Programs, Kremen School thru SurveyMonkey

Summary of Data

Two sets of data are included in this section: Performance scores by assessment and aggregated performance by Standard and Essential Tool. Performance for 2010-11 is separated from 2011-12 performance; scores for both the general ECE graduate program population and ECE Specialist Credential candidates has been disaggregated.

Performance Scores by Assessment

Assessment 1: Action Research/ Paper Presentation NAEYC Standard 3; Essential Tools 4 & 6						
Assessment-Aligned NAEYC Standards & Tools	Does Not Yet Meet Expectations MA / Spec. Cred.		Meets Expectations MA / Spec. Cred.		Exceeds Expectations MA / Spec. Cred.	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
St. 3: Observing, Documenting & Assessing to Support Young Children & Families	0/0	0/0	0/0	2/1	12/4	8/3
Tool 4: Mastery of Relevant Theory & Research	0/0	0/0	5/0	1/0	7/4	9/4
Tool 6: Inquiry Skills & Knowledge of Research Methods	0/0	0/0	5/1	2/1	7/3	11/6

Assessment 2: ECE Leadership Portfolio NAEYC Standards 1, 2, 3, 4 & 5; Essential Tools 1, 2, 3, 4, 5, 6, 7, 8 & 9						
Assessment-Aligned NAEYC Standards & Tools	Does Not Yet Meet Expectations MA / Spec. Cred.		Meets Expectations MA / Spec. Cred.		Exceeds Expectations MA / Spec. Cred.	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
St. 1: Promoting Child Development & Learning	1/0	0/0	2/0	8/6	2/1	3/1
St. 2: Building Family & Comm. Relations	0/0	0/0	2/0	7/6	3/2	3/1
St. 3: Observing, Documenting & Assessing to Support Young	0/0	0/0	5/1/	7/5	0/0	4/2

Children & Families						
St. 4: Teaching & Learning	1/0	0/0	1/0	7/5	3/1	4/2
St. 5: Growing as a Professional	0/0	0/0	4/0	8/1	1/1	3/1
Tool 1: Cultural Competence	0/0	0/0	1/0	8/6	4/1	3/1
Tool 2: Knowledge & Application of Ethical Principles	0/0	0/0	3/0	9/7	2/1	2/0
Tool 3: Communication Skills	0/0	0/0	1/0	8/6	4/1	3/1
Tool 4: Mastery of Relevant Theory & Research	1/0	0/0	0/0	8/6	4/1	3/1
Tool 5: Identifying and Using Professional Resources	0/0	0/0	2/0	8/6	3/1	3/1
Tool 6: Inquiry Skills & Knowledge of Research Methods	0/0	0/0	2/1	7/5	3/0	4/2
Tool 7: Collaborating, Teaching & Mentoring	1/0	0/0	0/0	7/5	4/1	4/2
Tool 8: Advocacy	0/0	0/0	0/0	8/6	5/1	3/1
Tool 9: Leadership Skills	0/0	0/0	2/0	8/6	3/1	3/1

Assessment 3: DAP: Charter School						
NAEYC Standards 1, 2, 3 & 4; Essential Tools 1 & 5						
Assessment-Aligned NAEYC Standards & Tools	Does Not Yet Meet Expectations MA / Spec. Cred.		Meets Expectations MA / Spec. Cred.		Exceeds Expectations MA / Spec. Cred.	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
St. 1: Promoting Child Development & Learning	1/0	0/0	2/0	4/3	2/1	6/3
St. 2: Building Family & Comm. Relations	0/0	0/0	3.0	4/3	2/1	6/3
St. 3: Observing, Documenting & Assessing to Support Young Children & Families	NA	0/0	NA	3/2	NA	5/2
St. 4: Teaching & Learning	0/0	0/0	3/1	4/3	2/0	6/3
Tool 1: Cultural Competence	0/0	0/0	2/0	4/3	3/1	6/3
Tool 5: Identifying and Using Professional Resources	NA	0/0	NA	3/2	NA	5/2

Assessment 4: ECE Leadership Activity						
NAEYC Standard 5; Essential Tools 3, 7 & 9						
Assessment-Aligned NAEYC Standards & Tools	Does Not Yet Meet Expectations MA / Spec. Cred.		Meets Expectations MA / Spec. Cred.		Exceeds Expectations MA / Spec. Cred.	
	2010-	2011-	2010-	2011-	2010-	2011-

	11	12	11	12	11	12
St. 5: Growing as a Professional	0/0	0/0	2/0	6/5	3/1	5/2
Tool 3: Communication Skills	0/0	0/0	1/0	4/4	4/1	7/3
Tool 7: Collaborating, Teaching & Mentoring	1/0	1/1	3/0	5/4	1/1	5/2
Tool 9: Leadership Skills	0/0	0/0	1/0	5/4	4/1	6/3

Assessment 5: Project, Thesis or Paper						
NAEYC Standard 5; Essential Tools 4 & 6						
Assessment-Aligned NAEYC Standards & Tools	Does Not Yet Meet Expectations MA / Spec. Cred.		Meets Expectations MA / Spec. Cred.		Exceeds Expectations MA / Spec. Cred.	
	2010-11	2011-12	2010-11	2011-12	2010-11	2011-12
St. 5: Growing as a Professional	0/0	0/0	3/0	2/1	6/2	3/3
Tool 4: Mastery of Relevant Theory & Research	0/0	0/0	6/1	3/2	4/2	3/2
Tool 6: Inquiry Skills & Knowledge of Research Methods	0/0	0/0	4/0	1/0	6/3	5/4

Aggregation of Assessment Data by Standard and Tool

The following two tables display data aggregated from all five key assessments for each of the academic years relative to the Standards and Tools that identify student competencies. Each of the tables compares *all ECE graduate students* in a specific year (row 1 of each Standard/Tool) with the *subset of ECE Specialist Credential candidates* (shaded row 2 of each Standard/Tool).

Standards & Essential Tools	2010-2011 All ECE Graduate Students/ ECE Specialist Credential Students					
	# of Scores	# of Assessments	Range	Frequency (%)	Median	Mean
St. 1: Promoting Child Development & Learning	1	2	1-3	2-1s, 4-2s, 4-3s	2	2.4
	0	2	3	0-1s, 0-2s, 2-3s	3	3.0
St. 2: Building Family & Comm. Relations	1	2	2-3	0-1s, 5-2s, 5-3s	2/3	2.5
	0	3	3	0-1s, 0-2s, 3-3s	3	3.0

St. 3: Observing, Documenting & Assessing to Support Young Children & Families	1	3	2-3	0-1s, 5-2s, 12-3s	3	2.70
	5	3	2-3	0-1s, 1-2, 4-3s	3	2.80
St. 4: Teaching & Learning	1	2	1-3	1-1, 4-2s, 5-3s	2-3	2.40
	2	2	2-3	0-1s, 1-2, 1-3	2/3	2.50
St. 5: Growing as a Professional	1	3	2-3	0-1s, 9-2s, 10-3s	3	2.50
	6	3	2-3	0-1s, 1-2, 5-3s	3	2.40
Tool 1: Cultural Competence	1	2	2-3	0-1s, 3-2s, 8-3s	3	2.70
	4	2	3	0-1s, 0-2s, 4-3s	3	3.00
Tool 2: Knowledge & Application of Ethical	5	1	2-3	0-1s, 3-2s, 2-3s	2	2.40
	1	1	3	0-1s, 0-2s, 1-3s	3	3.00
Tool 3: Communication Skills	1	2	2-3	0-1s, 2-2s, 8-3s,	3	2.80
	2	2	2-3	0-1s, 0-2s, 2-3s	3	3.00
Tool 4: Mastery of Relevant Theory & Research	2	3	1-3	1-1, 11-2s, 15-3s	3	2.51
	8	3	2-3	0-1s, 1-2, 7-3s	3	2.87
Tool 5: Identifying and Using Professional Resources	5	2	2-3	0-1s, 2-2s, 3-3s	3	2.60
	1	2	3	0-1s, 0-2s, 1-3	3	3.00
Tool 6: Inquiry Skills & Knowledge of Research Methods	2	3	2-3	0-1s, 11-2s, 16-3s	3	2.25
	8	3	2-3	0-1s, 2-2s, 6-3s	3	2.75
Tool 7: Collaborating, Teaching & Mentoring	1	2	1-3	2-1s, 3-3s, 8-3s	3	2.45
	6	2	2-3	0-1s, 0-2s, 6-3s	3	3.00
Tool 8: Advocacy	5	1	3	0-1s, 0-2s, 5-3s	3	3.00
	1	1	3	0-1s, 0-2s, 1-3`s	3	3.00

Tool 9: Leadership Skills	1	2	2-3	0-1s, 3-2s, 12-3s	3	2.80
	5	2	3	0-1s, 0-3. 7-3s	3	3.33

Standards & Essential Tools	2011-2012 All ECE Graduate Students/ ECE Specialist Credential Students					
	# of Scores	# of Assessments	Range	Frequency (%)	Median	Mean
St. 1: Promoting Child Development & Learning	2	2	2-3	0-1s, 12-2s, 9-3s	2	2.42
	1	2	2-3	0-1s, 9-2s, 4-3s	2	2.30
St. 2: Building Family & Comm. Relations	2	2	2-3	0-1s, 11-2s, 9-3s	2	2.45
	1	2	2-3	0-1s, 9-2s, 4-3s	2	2.30
St. 3: Observing, Documenting & Assessing to Support Young Children & Families	2	3	2-3	0-1s, 12-2s, 17-3s	3	2.58
	1	3	2-3	0-1s, 8-2s, 7-3s	2	2.46
St. 4: Teaching & Learning	2	2	2-3	0-1s, 11-2s, 10-3s	2	2.48
	1	2	2-3	0-1s, 8-2s, 5-3s	2	2.38
St. 5: Growing as a Professional	2	3	2-3	0-1s, 16-2s, 11-3s	2	2.40
	1	3	2-3	0-1s, 7-2s, 6-3s	2	2.46
Tool 1: Cultural Competence	2	2	2-3	0-1s, 11-2s, 9-3s	2	2.45
	1	2	2-3	0-1s, 7-2s, 4-3s	2	2.36
Tool 2: Knowledge & Application of Ethical Principles	1	1	2-3	0-1s, 9-2s, 2-3s	2	2.18
	7	1	2	0-1s, 7-2s, 0-3s	2	2.00
Tool 3: Communication Skills	2	2	2-3	0-1s, 12-2s, 10-3s	2	2.45

	1 4	2	2-3	0-1s, 10-2s, 4-3s	2	2.2 8
Tool 4: Mastery of Relevant Theory & Research	2 7	2	2-3	0-1s, 12-2s, 15-3s	3	2.5 5
	1 5	3	2-3	0-1s, 8-2s, 7-3s	2	2.4 6
Tool 5: Identifying and Using Professional Resources	1 9	2	2-3	0-1s, 11-2s, 8-3s	2	2.4 3
	1 1	2	2-3	0-1s, 8-2s, 3-3s	2	2.2 7
Tool 6: Inquiry Skills & Knowledge of Research Methods	3 0	3	2-3	0-1, 10-2s, 20-3s	3	2.6 6
	1 8	3	2-3	0-1s, 6-2s, 12-3s	3	2.6 6
Tool 7: Collaborating, Teaching & Mentoring	1 9	2	1-3	1-1, 9-2s, 9-3s	2	2.4 2
	1 0	2	1-3	1-1, 5-2s, 4-3s	2	2.3 0
Tool 8: Advocacy	1 1	1	2-3	0-1s, 8-2s, 3-3s	2	2.2 7
	7	1	2-3	0-1s, 6-2s, 1-3	2	2.1 2
Tool 9: Leadership Skills	1 7	2	2-3	0-1s, 8-2s, 9-3s	3	2.5 2
	9	2	2-3	0-1s, 5-2s, 4-4s	2	2.4 4

III. Analysis and Discussion of Candidate and Program Data

It is worth noting that a cursory analysis of both data sets (by assessment and by Standard and Tool) indicates that, in general

- the number of ECE graduate students along with a proportionately larger subset of ECE Specialist Credential candidates is growing;
- over two years the level of performance of ECE Credential Specialists mirrors the quality of performance of the larger ECE graduate student population; and
- the overall levels of performance in 2010-11 and 2011-12 were similar.
- Tools 2 and 8 are evaluated by only one assessment whereas all other Standards and Tools were evaluated by at least two assessments.

Data-driven Impressions Based on Performance by Assessment

The analysis of the data reported by individual assessment provides impressions regarding student performance and/or the assessment itself.

Key Assessment	Data-Driven Impressions
Assessment 1: Action Research/Paper	<ul style="list-style-type: none"> • A larger proportion of students exceeded expectations in 2011-12 than in 2010-11 on all Standards and Tools

Presentation	<p>evaluated by this instrument.</p> <ul style="list-style-type: none"> • A larger proportion of students exceeded expectations than merely met expectations on all Standards and Tools evaluated by this instrument.
Assessment 2: ECE Leadership Portfolio	<ul style="list-style-type: none"> • A greater proportion of students met rather than exceeded expectations on all but one Standard and Tool evaluated by this instrument (Tool 7:Collaborating, Teaching & Mentoring).
Assessment 3: DAP – Charter School	<ul style="list-style-type: none"> • All but one student met or exceeded expectations on Standard 1 in both reported years with the majority of students performing at the highest level. • Scores for Standard 2 (Building Family & Comm. Relations) are slightly lower than other Standards and Tools evaluated by this instrument.
Assessment 4: ECE Leadership Activity	<ul style="list-style-type: none"> • Performance on Tool 7 (Collaborating, Teaching & Mentoring) appears to be a relative weakness in this assessment with one student not meeting expectations in each of the two years reported and the majority of students meeting rather than exceeding expectations. • Communication skills (Tool 3) were a relative strength on this assessment
Assessment 5: Project, Thesis or Paper	<ul style="list-style-type: none"> • All students met or exceeded expectations on this assessment. For 2011-12 student performance proportionately exceeded that of 2010-11 on two of the three measures, Standard 5 and Tool 6

Data-driven Impressions Based on Performance by Standard and Essential Tools

By aggregating Standard and Essential Tool data across assessment tools, more specific information may be gleaned regarding strengths and weaknesses in student skills and program quality. Interestingly in multiple cases there was a discrepancy in strengths and weaknesses between each of the two years reported, between the general ECE graduate population and the credential subset, and between the test data and faculty impressions. These discrepancies may be due, in part, by the small data set being analyzed.

The following points identify data-supported impressions along with related anecdotal faculty impressions.

- In 2010-11 ECE Specialist Credential students performed better than non-credential ECE graduate students on Standards 1, 2, 3, and 4, and Essential Tools 1, 2, 3, 4, 5, 6, 7, and 9 whereas in 2011-12 ECE Specialist Credential students out-performed their non-credential ECE graduate counterparts only on Standard 5.
- In 2010-11 ECE graduate students in general scored lowest on Tool 6 (Inquiry Skills and Knowledge of Research Methods). Interestingly in 2011-12 this same Tool was statistically a relative strength. Anecdotally graduate faculty report that students still have difficulty with the analysis of quantitative data and consider this competency an on-going relative weakness in student performance.

- In 2010-11 relative strengths identified by performance data included Standard 3 (Observing, Documenting and Assessing to Support Young Children and Families), Tool 1 (Cultural Competence), Tool 3 (Communication Skills), Tool 8 (Advocacy), plus Tool 9 (Leadership Skills). In 2011-12 relative strengths again included Standard 3, plus Tool 4 (Mastery of Relevant Theory and Research), Tool 6 (Inquiry Skills and Knowledge of Research Methods), and again, Tool 9. Juxtaposed to the data for 2010-11, faculty identify Tool 6 (Inquiry Skills and Knowledge of Research Methods) and Tool 3 (Communication Skills) to be a relative weaknesses in student performance. Additionally, because the population of our program is changing and includes more recent graduates who have little or no professional teaching experience, faculty are concerned with a lack of experience with Tool 8 (Advocacy) and Tool 9 (Leadership). They anticipate these to be emerging areas of weakness.
- In 2010-11 Tool 6 (Inquiry Skills and Knowledge of Research Methods) was identified by performance data as a relative weakness for the general ECE graduate group, although for the ECE Specialist Credential candidates subgroup it was a relative strength. In 2011-12 Tool 2 (Knowledge and Application of Ethical Principles) and Tool 8 (Advocacy) were statistically weak for both the general ECE graduate group and the ECE Specialist Credential subset, but the disaggregated performance scores of ECE Specialist Credential candidates indicate additional weak areas — Tool 3 (Communication Skills) and Tool 5 (Identifying and Using Professional Resources).

IV. Use of Assessment Results to Improve Candidate and Program Performance

Major program changes are not justified by the data, but because we are now reporting scores at a more discreet level (by Standard and Essential Tool), future scores can be aggregated with 2010-11 and 2011-12 scores to better ascertain if the “impressions” identified in this report are indeed trends. In the interim, the following programmatic changes will be made to strengthen student performance.

Applicable Standards/Tools	Proposed Action	Timeline
St. 1, 2, & 3; Tools 1 & 5	Review validity, reliability and scoring procedures of Assessment 2 – DAP: Charter School. Adjust assessment and accompanying rubric as necessary.	Fall, 2012
Tool 3	Strengthen written communication skills through <ul style="list-style-type: none"> • more emphasis on writing style in classroom assignments using the program’s writing rubric; • immediate intervention and referral when students’ writing skills do not meet graduate-level standards within the classroom; • tracking the students who use the Graduate Writing Studio; • introducing the Studio’s services at new student orientation. 	Fall, 2012
Tools 8 & 9	Especially in view of our changing, less experienced student population, provide more skill-specific direct instruction and fieldwork opportunities for leadership and advocacy activities through <ul style="list-style-type: none"> • initiate new ECE leadership class (LEE240: Leadership 	Fall, 2012

	<p>in ECE) and monitor student performance in leadership and advocacy activities even if students are not currently employed in an ECE setting;</p> <ul style="list-style-type: none"> • reassign Assessment 3: Leadership Activity to LEE240; • encouraging enrollment in CRETE elective class that emphasizes these tools as well as effective communication 	
Tool 4	<p>Continue to strengthen students' skills in understanding and using quantitative data by</p> <ul style="list-style-type: none"> • working with faculty who teach the statistics course to strengthen this area; • expose students to more research articles that can be discussed in depth in classes; • provide data analysis seminars • increase students' opportunities to use evidence-based practices of measurement in classroom assignments 	<p>Fall 2012</p> <p>Fall, 2012</p> <p>Spr., 2013</p> <p>Fall, 2012</p>
St. 5; Tools 4 & 6	<p>Align new ECE Comprehensive Exam with Standard 5 and Essential Tools 4 & 6 as an alternative assignment to those described as Assessment 5: Thesis, Project, or Research Paper.</p>	2012-13
St. 4	<p>Increase students' exposure to best practices in Transitional Kindergarten by</p> <ul style="list-style-type: none"> • working with County Offices of Education and First 5 through co-sponsorships of workshops, advisory board participation, and attendance at professional development seminars to enhance faculty knowledge of TK; • increase inclusion of TK foundational information, curriculum standards, and professional resources in appropriate ECE graduate classes 	Fall, 2012
General Program Quality	<p>Increase enrollment of ECE Specialist Credential candidates by</p> <ul style="list-style-type: none"> • marketing directly to current teachers through Transitional Kindergarten workshops co-sponsored with the Fresno County Office of Education; • increasing program exposure to credentialed teachers teaching or hoping to teach at the TK level by offering a University-sponsored certificate program in Transitional Kindergarten • increasing potential ECE Specialist Credential candidates through actions at the undergraduate level (offering an undergraduate class targeted to students enrolled in child development or liberal studies); further exploring the development of a special TK cohort designed for working preschool teachers seeking a Multiple Subject Credential. 	<p>Fall, 2012</p> <p>Spr., 2012</p>