



**Commission on Teacher Credentialing
Biennial Report**

**California State University, Fresno
Kremen School of Education and Human Development
Academic Years 2008-09 and 2009-10**



COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

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Biennial Report**

Academic Years 2008-09 and 2009-10

Institution	California State University, Fresno	
Date report is submitted	October 15, 2010	
Program documented in this report	Reading/Language Arts Specialist	
Name of Program	Reading and Language Arts	
Credential awarded	Reading/Language Arts Specialist	
Is this program offered at more than one site?		
If yes, list all sites at which the program is offered	No	
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BIENNIAL REPORT
California State University, Fresno (2008-2010)
Section A. Part I
Contextual Information

Reading/Language Arts Specialist Credential Program

California State University, Fresno is one of twenty-three universities in the California State University system. Fresno State began as a normal school in 1911 and has a strong history of service and preparation of educational professionals. Its last joint accreditation (NCTE/CCTC) visit was in March 2006. The Reading/Language Arts Specialist Credential program is one of 16 programs, headed by the Dean of the Kremen School of Education and Human Development (KSOEHD)

The Reading/Language Arts Specialist Credential program is designed to help teachers learn how to make curricular decisions about the teaching of reading and how to meet the needs of students with varying language communication backgrounds. Its mission is *“to inspire teachers to upgrade the reading/language abilities of students through demonstrations of effective reading strategies.”* More specifically, the goal of the program is to prepare candidates to plan, organize, and develop reading programs for schools.

It (Reading/Language Arts Specialist Credential) is integrated with the Master of Arts degree in Education with an emphasis in Reading/Language Arts offered by KSOEHD. The Master's Degree in Education is a 30-unit degree. It consists of a 12-unit core that all students in the program are required to take along with 8 units of electives, and 10 units of research and measurement. Of these 30 units, 27 units may be applied to the Reading/Language Arts Specialist Credential. The credential is available only to those graduate students already holding a valid California teaching credential. While not required, virtually all Specialist Credential Candidates complete the Master's Degree.

In addition to the 18 semester units of Reading/Language Arts core subject matter, Reading/Language Arts Specialist Credential candidates must also complete three semesters of supervised field experience. The core subject matter courses include literacy processes (LEE 278), K-12 language arts practices (LEE 213), assessment of reading abilities (LEE 224), language issues in reading (LEE 215), children & adolescent literature (LEE 214), and research for reading professionals (LEE 244). Core subject matter competence is documented through the completion of the program and confirmation of key assessments.

One supervised field experience course (LEE 254) is offered in the fifth semester of the program, and the other two (LEE 230 and LEE 234) are taken in the sixth semester of the program. Candidates in LEE 254 spend a portion of their time shadowing a certified Reading Specialist. In LEE 230, candidates demonstrate effective elementary reading practices by tutoring a small group of elementary, remedial readers where as in LEE 234 they demonstrate effective secondary reading practices by tutoring one secondary level student. Field experiences courses are documented through the verification of a Matrix of Experience form. This form is a summative compilation of all the candidates fieldwork experiences needed for the master's

degree and the certificate of advanced study, that is the Reading/Language Arts Specialist Credential.

All courses are offered in a predetermined sequence on and off-campus. Off campus courses are offered as a cohort model. A cohort model allows candidates to master courses as a learning community and streamlines the sequence to meet the needs of the candidates in the cohort. The sequence of courses in the Reading/Language Arts Specialist credential is outlined in the master's degree program brochure. This brochure is provided to all candidates in their first semester course, LEE 278.

From the fall 2008 through the spring of 2010, 102 graduate students were seeking a master's degree with a Reading/Language Arts emphasis. Of those 102, 81 candidates were enrolled in the Reading Specialist Credential program. Of the 81 candidates, 40 completed the specialist credential program. Table 1 below indicates the number of candidates by cohort.

Table 1. Reading Specialist Enrollment and Completes for Semesters 2008-2010

Semester	Cohort	Master's Degree	Specialist Credential	Completed Specialist
Fall 2008	OnCampus	12	10	0
Spr 2009		-2	-2	0
Fall 2009		-2	-2	0
Spr 2010		-2	-2	2
Fall 2008	Levenworth (NEW)	27	20	0
Spr 2009		-3	-1	0
Fall 2009		-2	-1	0
Spr 2010		-3	-2	0
Fall 2008	Madera (NEW)	18	15	0
Spr 2009		-3	-3	0
Fall 2009		-2	-2	0
Spr 2010		-1	-1	0
Fall 2008	Hanford	16	13	0
Spr 2009		-2	-2	0
Fall 2009		-2	-2	0
Spr 2010		-0	-1	8
Fall 2008	LosBanos	18	15	0
Spr 2009		-3	-3	0
Fall 2009		-1	-1	0
Spr 2010		-0	-0	12
Fall 2008	Parlier	10	8	8
Spr 2009		0	0	0
Fall 2008	Visalia	13	10	0
Spr 2009		-0	-0	10
Fall 2009	Sanger (NEW)	16	14	0
Spr 2010		-2	-0	0
TOTALS		102	80	40

Changes since Commission Approval of Current Program Document

- | | Date: |
|--|-------|
| • Program Evaluation Report replaced LEE 254 portfolio | 2008 |
| • Quantified graduate student research in LEE 244 | 2008 |
| • Graduate writing requirement moved from LEE 278 to LEE 213 | 2009 |
| • A self-assessment exit survey was adopted | 2009 |

California State University, Fresno (2008-2010)
Section A. Part II
Candidate Assessment/Performance & Program Effectiveness Information

Reading/Language Arts Specialist Credential Program

A. Candidate Key Assessments:

Reading/Language Arts Specialist Instructional Portfolio (LEE 230) – Each candidate prepares a Reading/Language Arts Specialist Instructional Portfolio during the semester the candidate is enrolled in the initial field experience course. This portfolio consists of chronology field log, tutee profiles, tutee testing, lesson plans, professional readings, and tutor self-examination. Candidates must score a 48 or higher on a 60-point scale to document proficiency for the portfolio requirements. The fieldwork supervisor pre-scores the portfolio and if weaknesses are noted candidates are assisted in strengthening it.

Matrix of Experience (LEE 230, 234, & 254) – At the completion of the final field experience course, candidates submit a Matrix of Experience form indicating the number of Reading/Language Arts Specialist Credential objectives met by the candidate. The Reading/Language Arts faculty developed this document, and identified 20 activities in which candidates are to document completion of planned experiences across all three-fieldwork courses. Candidates indicate the date each activity was met. The Fieldwork Supervisor signs the document. Those 20 activities were consolidated into three broad categories for data reporting purposes.

Reading/Language Arts Specialist Credential Self-Assessment Exit Survey – At the end of the credential program, candidates complete a Specialist Credential Self-Assessment Exit Survey. The survey consists of 6 questions. Candidates “self-rate” their levels of preparedness in the areas of oral language, reading/language arts, English learners, diagnosis of reading difficulties, administration of reading assessments, and the role of the Reading/Language Arts Specialist using a 1 to 5 Likert- scale ranging from 1 to 5. One being “not prepared” and five being “well prepared.”

Summary of Data

Table 2 provides information on candidate’s scores on the Instructional Portfolio for the Reading/Language Arts Specialist Credential Program for semesters 2008-2009. Portfolios are scored using an Instructional Portfolio Rubric.

Table 2. Summary of Candidate’s Portfolio Mean Scores & Pass Rate by Semester

Semester	Number of Candidates	Mean Score*	Percent Passed
Fall 2009	14	48.71	100%
Spring 2010	10	56.50	100%

*Scores are based on a 60-point scale, with a score of 48 or higher required for proficiency.

Table 3 provides summary data on candidates planned experiences in reading instruction as assessed by the Matrix of Experiences. This matrix evaluates activities at three separate school sites for three different field experience courses. To successfully complete all activities over the course of two or three semesters, the candidate would have to complete 26 theoretical background activities, 20 assessment-based instructional activities, and 7 selection, use, and evaluation of materials and methods for teaching activities.

Table 3. Summary of Mean Number of Experience Activities Completed by Semester

Semester	Number of Candidates	*Theoretical Background	*Assessment-Based Instruction	*Selection, Use and Evaluation of Materials & Methods
Fall 2008	8	26.0	20.0	7.0
Spring 2009	10	26.0	20.0	7.0
Fall 2009	0	00.0	00.0	0.0
Spr 2010	12	26.0	20.00	7.0

*Scores are based on the number of competencies completed for each area.

Table 4 contains the results of the Reading/Language Arts Specialist Credential “Self-Assessment” Exit Survey. Forty surveys were sent out. Of those 40, 18 were sent out in the spring of 2009 and 22 in the spring of 2010. Only 9 of the 30 respondents returned surveys. Three responded in 2009 and 2 in 2010. This resulted in an overall response rate of .125% for semesters 2008-2010

Table 4. Summary of Perceived “Self-Assessment” Level of Preparedness

Areas of Preparedness	n	*Mean	SD
Oral language development	5	4.40	.54
Teaching the reading/language arts	5	4.80	.45
Using English learner methods	5	3.80	.44
Diagnosis of reading difficulties	5	4.60	.55
Administration of reading assessments	5	5.00	.0
Role of the reading specialist		5.00	.0

*Scores are based on a 5.0 Likert-scale.

B. Additional information collected on candidate performance and program effectiveness.

1. Post-Program Evaluation upon Exit Survey– Every semester, candidates for the master’s degree and the Reading/Language Arts Specialist Credential are surveyed to determine their perception of their level for teaching the reading/language arts. The survey consists of 15 questions on a 5 point likert scale. 0 for non-applicable and 5 for Excellent Preparation. The purpose of the survey is to measure the effectiveness of the Reading/Language arts coursework in preparing graduates to teach the core concepts of the program and to measure the learning dispositions established by the Kremen School of Education and Human Development (KSOEHD). This data is presented to the Reading/Language Arts faculty to assist in making recommendations for program improvement.

2. Reading/Language Arts Specialist Program Survey – Every semester, district and school administrators as well as CSUF faculty, current and post-graduates are surveyed to determine their perceptions of the Reading/Language Arts Specialist program’s effectiveness. The survey consisted of 6 questions on a 5 point Likert scale. 1 being “high” disagreement and 5 being “high” agreement. The areas measured are oral language, reading & writing development, assessment techniques and instruments, English learners, professionalism, and school needs. Due to the nature of the program, the Reading/Language Arts Specialist Program Survey areas are aligned with the areas found on the “self-assessment” survey. This data is also presented to the Reading/Language Arts faculty to assist in making recommendations for program improvement.

Summary of Data:

Table 5 summarizes the results from the Post-Program Evaluation upon Exit Survey. This survey is administered 4 times during 2008-2010.

Table 5. Summary of graduate students preparation level on teaching reading/language arts for semester 2009-2010

Master’s and Specialist Core Concepts	2008-2009		2009-2010	
	n	*Mean	n	*mean
Techniques to build rapport	2	4.64	4	4.50
Organizing professional tasks	2	4.36	4	4.25
Responding to diverse clientele	2	4.73	4	4.25
Upholding all students can learn	2	4.82	4	4.50
Receiving proper theoretical grounding	2	4.27	4	4.50
Research familiarity	2	4.32	4	4.25
Relating my learning to actual situations	2	4.73	4	4.25
Assessing the progress of students	2	4.55	4	4.50
Conducting oneself in an ethical manner	2	4.86	4	4.75
Collaborating successfully	2	4.77	4	4.50
Assessing own performance	2	4.64	4	4.50
Receiving appropriate supervision	2	4.50	4	4.75
Thinking critically	2	4.14	4	4.50
Modeling the value of lifelong learning	2	4.59	4	4.75
Degree of preparedness	2	4.55	4	4.75

*Mean scores are based on a 5.0 Likert-scale.

Table 6 summarizes the disposition results taken as a sub-set of indicators from the Post-Program Evaluation upon Exit Survey.

Table 6. Summary of graduate students dispositions for semesters 2008-2010

Dispositions	2008-2009		2009-2010	
	n	*Mean	n	*Mean
Valuing diversity (3)	2	4.73	4	4.25
Reflection (7)	2	4.73	4	4.25

Professional ethics (9)	2	4.86	4	4.75
Collaboration (10)	2	4.77	4	4.50
Critical thinking (13)	2	4.14	4	4.50
Life-long learning (14)	2	4.59	4	4.75

*Mean scores are based on a 5.0 Likert-scale.

Table 7 summarizes the results from the Reading/Language Arts Specialist Program Survey. It was administered twice in the semesters of 2008-2010. Thirty surveys were sent out. Of those 30, 18 were sent out in the spring of 2009 and 12 in the spring of 2010. Five responded in 2009 and 4 in 2010, for a total number of 9. This resulted in an overall response rate of 30% for semesters 2008-2010.

Table 7. Summary of Program Specialist Effectiveness for Semesters 2009-2010

Core Specialist Areas	n	*Mean	SD
Instructional approaches	9	4.88	.33
Assessments	9	4.44	.52
English Learners	9	4.00	.86
Professional partnerships	9	4.55	.52
School needs	9	4.55	.52

*Scores are based on a 5.0 Likert-scale.

California State University, Fresno (2008-2010)
Section A. Part III
Analysis of Candidate Assessment Data

Reading/Language Arts Specialist Credential Program

ANALYSIS OF INFORMATION IN SECTION A-2

- Of the 81, candidates enrolled in the Reading/Language Arts **Specialist Credential** Program, 40 successfully completed the program during 2008-2010.
- A hundred percent of the enrolled candidates successful completed the Instructional Portfolio in LEE 230.
- A hundred percent of the enrolled candidate's successfully met their field experience activities requirements as evidenced on the matrix. This indicates that all students in the specialist program are completing their requirements for all three-fieldwork experience courses, i.e., LEE 230, 234, & 254.
- Graduates in the program rated themselves well prepared in all areas except the teaching of English learners. Preparedness for the administration of reading assessments and the role of Reading Specialist received the highest ratings with a mean score of 5.0.
- The Post-Progress Evaluation Exit Survey provided a favorable picture of the extent to which graduate students perceived they were prepared. All competencies received an above average score indicating that graduate students seeking a Reading/Language Arts Specialist Credential were satisfied with the program
- Anecdotal responses to a set of open-ended questions at the end of each survey revealed the following graduate students' programmatic recommendations for the semesters of 2008-2010:
 - a) Too much critical literacy; diversify the assessments for struggling readers within classes
 - b) Bring forth new teaching strategies for English language learners

Program adjustments in response to student programmatic recommendations for the semesters of 2008-2010:

- a) Increased efforts to reduce redundancy among topics across classes
- b) Looked into a new assessment text for struggling readers
- c) Sought advice from the English Language Development faculty regarding new English learner teaching strategies.

California State University, Fresno (2008-2010)

Section A. Part IV

Use of Assessment Results to Improve Candidate and Program Performance

Reading/Language Specialist Credential Program

Data Source	Specific Objective	Action(s)	Responsible Person(s)	Due Date
Post-Program Surveys	Graduate students will be informed of surveys	Designate specific courses to disseminate and collect surveys	LEE 230/ LEE 234/LEE 254 Instructors	By December 2009
Exit survey for early departure candidates	Discover the reasons for attrition	Design an Exit Survey for early departure candidates	Program Coordinator	By December 2009
Candidate Disposition Survey	Utilize candidate dispositions as data for professional growth and program improvement	Faculty will meet as a team to decide the method and forum to assess the six dispositions established by the KSOEHD within each course	Program Coordinator	By May 2010