

## **Section A-1 Contextual Information**

### SINGLE SUBJECT CREDENTIAL PROGRAM

California State University, Fresno is one of 23 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 education professionals. Fresno State's last joint visit (NCATE/CCTC) was in March 2006. The Dean of the Kremen School of Education and Human Development is the Unit Head that oversees 16 programs.

The Single Subject Credential Program is a one-year (two-semester) program consisting of 19 units in courses and 14 units in fieldwork. Courses in the psychological and social foundations of education, general and subject-specific curriculum and instructional methods, special education, and English language and literacy are required.

Candidates immediately apply the knowledge and skills gained in courses in two semesters of fieldwork, one part-time and one full-time. During their two fieldwork experiences, candidates teach at both the middle school and high school levels. Both a traditional and an internship program are offered. Approximately 80 % of the candidates are enrolled in the traditional program. In either case, candidates work in ethnically diverse settings. Most candidates teach many students from low-income backgrounds, whether they do their fieldwork in an urban or rural setting.

Program Status Report for 2007-2008

Number of applicants: 251

Number and percent admitted: 210 (84%)

Number and percent of admittees who were admitted to clinical practice: 154 (73%)\*

Number and percent of those admitted to clinical practice completing program: 148 (96%)\*

\*New data system will allow tracking of individual candidates. These data do not .

<u>Changes Since Commission Approval of Current Program Document</u>	<u>Date</u>
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CCTC approved the Fresno Assessment of Student Teachers (FAST), a teacher performance assessment system.	2008
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**California State University, Fresno (07-08)**  
**Section A-2**

**Candidate Assessment/Performance & Program Effectiveness Information**

SINGLE SUBJECT CREDENTIAL PROGRAM

SUMMARY OF INFORMATION ON HOW CANDIDATE AND PROGRAM COMPLETERS  
PERFORMANCE IS ASSESSED AND A SUMMARY OF THE DATA

**A. Candidate assessments the program uses to and through recommending credential**

**Fresno Assessment of Student Teachers (FAST):**

1. Site Visitation Project - This task assesses the candidate's ability to perform, document, and reflect upon his/her own instruction. This is a field-based assessment. It assesses the following TPEs: 2, 3, 4, 5, 6, 11, and 13).
2. Holistic Proficiency Project A - This task assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester. This is a comprehensive field-based assessment. It assesses the following TPEs: 7, 8, 9, 10, 11, 12, and 13.\*\*
3. Teaching Sample Project - This task assesses the candidate's ability to plan and teach a one to four week unit, to assess student learning related to the unit, and to document their teaching and their students' learning. This is a comprehensive, written assessment. It assesses the following TPEs: 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, and 13.
4. Holistic Proficiency Project B - This task assesses the candidate's ability to perform, document, and reflect upon teaching responsibilities over an entire semester. This is a comprehensive field-based assessment. It assesses the following TPEs: 1, 3, 5, 7, 8, 10, 11, and 12.

Assessments 1-4 are administered at set points in the program and are scored using rubrics by trained and calibrated assessors. All scores earned by the teacher candidate are recorded electronically, currently on TaskStream.

\*\*This assessment is being replaced by the Comprehensive Lesson Plan Project in 2008-2009. This task assesses the candidate's ability to plan, implement and reflect upon his/her own instruction. This is an on-demand written assessment. It assesses TPEs 1[ELA], 6, 7, 8, 9.

**Disposition Survey:**

This survey assesses the candidates' perception of the degree to which they exhibit dispositions (collaboration, reflection, valuing diversity, critical thinking, ethical professional, and life long learning) which the School promotes. It is administered on entering and exiting the program. These scores are recorded on a database.

**Overall Fieldwork Assessments (EHD 155A and EHD 155B):**

These assessments are based on attendance; punctuality; ability to interact professionally with the university supervisor, the master (cooperating) teacher, other teachers, and school administrators; and successful completion of the Fresno Assessment of Student Teachers.

**Summary of the Data**

**Fresno Assessment of Student Teachers**

Site Visitation

In this assessment, candidates are rated on seven Teacher Performance Expectations (TPEs) using a 4-point scale.

TPE Number	N	Percent of Candidates Scoring Below 3
TPE 2	139	35.3
TPE 3	139	29.5
TPE 4	139	23.7
TPE 5	139	30.9
TPE 6	139	25.9
TPE 11	139	26.6
TPE 13	139	18.0

Holistic Proficiency EHD 155A

In this assessment, candidates are rated on seven Teacher Performance Expectations (TPEs) using a 4-point scale.

TPE Number	N	Percent of Candidates Scoring Below 3
TPE 7	149	36.2
TPE 8	149	36.2
TPE 9	149	26.8
TPE 10	149	26.8
TPE 11	149	22.1
TPE 12	149	34.2
TPE 13B	149	30.9

## Single Subject Teaching Sample Project

Each of the seven parts of this assessment task are rated on a 4-point scale.

Part of Teaching Sample Project	N	Percent of Candidates Scoring Below 3
Students in Context	144	11.1
Content Analysis/Learning Outcomes	143	9.8
Assessment Plan	142	21.8
Design for Instruction	140	14.3
Instructional Decision Making	142	19.7
Analysis of Student Learning	141	22.0
Reflection and Self-Evaluation	141	17.0

## Holistic Proficiency EHD 155B

In this assessment task candidates are rated on eight Teacher Performance Expectations (TPEs) using a 4-point scale.

TPE Number	N	Percent of Candidates Scoring Below 3
TPE 1	142	12.7
TPE 3	142	17.6
TPE 5	142	11.3
TPE 7	142	21.1
TPE 8	142	18.3
TPE 10	142	16.2
TPE 11	142	20.4
TPE 12	142	13.4

## Dispositions Survey

A 45-item survey was given to 165 candidates at the beginning of the program and to 127 program completers in 2007-2008. A 5-point response scale was used, with 1 being strongly disagree and 5 being strongly agree. A 5 indicates strong agreement with statements consistent with the dispositions which the School seeks to develop in candidates. Candidates scored higher on the average at the end of the program on 43 of 45 items.

## **B. Additional information collected on completer performance and program effectiveness**

1. CSU System-wide Evaluation – Exit Survey  
On completion of the program, Single Subject candidates evaluate the program on key aspects of their preparation to teach.
2. CSU System-wide Evaluation – Teaching Graduates (1 year)  
After one year of teaching, program graduates evaluate the program on key aspects of their preparation to teach.
3. CSU System-wide Evaluation – Employers Assessment (1 year)  
School-level administrators evaluate program graduates in terms of their preparation in key aspects of teaching based on their performance.

### Summary of Data

#### CSU System-wide Evaluation of Fresno Single Subject Credential Program

##### *Employers' Assessment of Overall Effectiveness of Program in 2005-2006*

	Fresno (N = 27)	CSU System (N = 512)
Well Prepared	47%	46%
Adequately Prepared	40%	36%
Somewhat Prepared	14%	14%
Not at All Prepared	0%	4%

##### *First-year Teachers' Assessment of Overall Effectiveness of Program in 2005-2006*

	Fresno (N = 41)	CSU System (N = 794)
Well Prepared	26%	36%
Adequately Prepared	41%	37%
Somewhat Prepared	26%	21%
Not at All Prepared	7%	6%

##### *Five Areas in Which Highest Percentage of Employers Rated Fresno Graduates as Well or Adequately Prepared*

###### Area (Percent)

- Motivate Students (99%)
- Use Education Technology (93%)
- Plan Instruction (91%)
- Pedagogy Across the Curriculum (91%)
- Teach Middle Grades (89%)

*Four Areas in Which Highest Percentage of First-Year Fresno Teachers Rated Themselves as Well or Adequately Prepared*

Area (Percent)

Teach Middle Grades (81%)  
Assess and Reflect on Instruction (74%)  
Plan Instruction (71%)  
Pedagogy Across the Curriculum (70%)

*Five Areas in Which Lowest Percentage of Employers Rated Fresno Graduates as Well or Adequately Prepared*

Area (Percent)

Develop Reading Skills (76%)  
Assess and Reflect on Instruction (85%)  
Equity and Diversity (85%)  
Teach High School Students (85%)  
Teach English Learners (85%)

*Four Areas in Which Lowest Percentage of First-Year Fresno Teachers Rated Themselves as Well or Adequately Prepared*

Area (Percent)

Use Education Technology (54%)  
Develop Reading Skills (57%)  
Teach High School Students (61%)  
Manage Instruction (65%)

**California State University, Fresno (07-08)**  
**Section A-3**  
**Analysis of Candidate Assessment Data**

**Single Subject Credential Program**

**ANALYSIS OF INFORMATION IN SECTION A-2**

Analysis of Results of the Fresno Assessment of Student Teachers (FAST)

- Most candidates improved their ratings on the TPEs from the first to the second rating, indicating improvement over time in the program.
- In the Teaching Sample Project, at least 80% of the candidates or more received a score of 3 or better on five of the seven parts of the task, indicating a high level of proficiency with regard to the TPEs measured. The two parts on which less than 80% scored a 3 or better were the Assessment Plan and Analysis of Learning. The Assessment Plan assesses TPEs 2 and 3. The Analysis of Learning assesses TPEs 3 and 12. The program should focus on promoting achievement in terms of these TPEs.
- On the Holistic Proficiency Project, 80% or more of the candidates received 3s or 4s (on a 4-point scale) on six of the eight TPEs assessed. The TPEs on which fewer than 80% scored 3s or 4s were TPE 7 and TPE 11, indicating a need for increased attention to these areas.

Analysis of Results of the Dispositions Survey

- The fact that candidates scored higher on 43 of 45 items in the exit survey versus the survey given at the beginning of the program indicates that the program may have a positive effect on candidate dispositions.

Analysis of CSU System-Wide Evaluation of Fresno Single Subject Credential Program

- Employers of graduates of Fresno's Single Subject Credential Program rate their overall preparation highly. Fresno graduates were rated as well or adequately prepared by 87% of their employers versus 82% system-wide.
- First-year teachers who graduated from Fresno's Single Subject Credential Program also rated their overall preparation favorably. Among these first-year teachers, 67% indicated that they had been well or adequately prepared to teach.
- In terms of specific aspects of teaching, employers indicated that 76% to 99% of all Fresno graduates were well or adequately prepared to teach, indicating a high level of satisfaction with the program. In only one area did fewer than 80% find the graduates less than adequately prepared to teach, the area of developing reading skills in the content areas. Greater emphasis should be placed on this area in the Single Subject Credential Program.

- Over 80% of first-year teachers rated themselves as well or adequately prepared to teach middle school.
- The four aspects of teaching in which first year teachers rated themselves lowest were use of education technology, developing reading skills in the content areas, teaching high school students, and managing instruction. These are areas in which the Single Subject Credential should seek to improve its preparation of teachers.





**California State University, Fresno (07-08)  
Section A-4**

**Use of Assessment Results to Improve Candidate & Program Performance**

Single Subject Credential Program

<b>Data Source</b>	<b>Data Focus</b>	<b>Action(s)</b>	<b>Contact Person</b>	<b>Timeline</b>
<b>CSU Eval. FAST</b>	<b>English Learners</b>	<b>Offered in-service faculty seminars on ELD.</b>	<b>Dr. Arenas</b>	<b>2007-2008</b>
		<b>Purchased ELD textbook for all faculty.</b>		
		<b>Develop actions across courses to address EL</b>	<b>All SS faculty</b>	<b>2009-10</b>
<b>CSU Eval.</b>	<b>At-risk youth</b>	<b>Required candidate attendance at Character and Civic Educ. Conference which focused, in part, on solving problems of youth.</b>	<b>Dr. Benninga</b>	<b>2007-2010</b>
		<b>Gave student teachers opportunity to participate as a mediator mentor in a conflict management program.</b>	<b>Dr. Lane-Garon</b>	<b>2007-2009</b>
		<b>Develop actions across courses to address at-risk</b>	<b>All SS faculty</b>	<b>2007-2010</b>
<b>CSU Eval. FAST</b>	<b>Classroom management</b>	<b>Required student teachers to attend workshop on classroom management.</b>	<b>Dr. Daughtry</b>	<b>2007-2009</b>
<b>CSU Eval. FAST</b>	<b>Professional, legal, and ethical obligations of teachers</b>	<b>Required student teachers to attend a workshop on school law.</b>	<b>Dr. Daughtry</b>	<b>2007-2009</b>
		<b>Offered a half-day institute for master teachers on teaching student teachers about professional ethics.</b>	<b>Dr. Benninga Dr. Daughtry</b>	<b>2007-2009</b>

<b>CSU Eval.</b>	<b>Teaching high school students</b>	<b>Required student teachers to attend workshop on teaching high school students.</b>	<b>Dr. Daughtry</b>	<b>2007-2009</b>
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