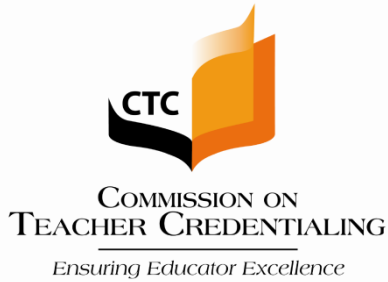


**Commission on Teacher Credentialing  
Biennial Report**

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



**Commission on Teacher Credentialing  
Biennial Report**

**Academic Years 2008-09 and 2009-10**

<b>Institution</b>	<b>California State University, Fresno</b>	
<b>Date report is submitted</b>	<b>October 15, 2010</b>	
<b>Program documented in this report</b>	<b>Single Subject Credential Program</b>	
<b>Name of Program</b>	<b>Single Subject Credential Program</b>	
<b>Credential awarded</b>	<b>Preliminary Single Subject Credential</b>	
<b>Is this program offered at more than one site? No</b>		
<b>If yes, list all sites at which the program is offered</b>		
<b>Program Contact</b>	<b>Jody Daughtry</b>	
<b>Phone #</b>	<b>559-278-0307</b>	
<b>E-Mail</b>	<b>jodyd@csufresno.edu</b>	
<b>If the preparer of this report is different than the Program Contact, please note contact information for that person below:</b>		
<b>Name:</b>		
<b>Phone #</b>		
<b>E-mail</b>		

## SECTION A – Credential Program Specific Information

### PART I – Contextual Information

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 two grade levels or in two subject areas (e.g., Algebra 1 and Geometry). 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.

<b>Program Specific Candidate Information</b>				
Numbers of candidates and completers/graduates for two years reported				
YEAR	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
<u>2008-2009</u>	<u>257</u>	<u>183</u>		
<u>2009-2010</u>	<u>226</u>	<u>214</u>		

### **Changes Since Commission Approval of Current Program Document.**

- CCTC approved the Fresno Assessment of Student Teachers (FAST), a teacher performance assessment system. (2008)
- A Linked Learning cohort was offered in Fall of 2009 and again in 2010. These cohorts prepared candidates to work in schools or programs that combine college preparation with career/technical education. (2009)
- In the Single Subject Credential program's assessment of TPEs, the Holistic Proficiency Project was replaced by The Comprehensive Lesson Plan Project, which 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, and 9.

## **PART II – Candidate Assessment/Performance and Program Effectiveness Information**

### **a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a 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). This assessment takes place in the first semester of student teaching (initial student teaching).
2. Comprehensive Lesson Plan Project - 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, and 9. This assessment takes place during the first semester of student teaching (initial student teaching).
3. Teaching Sample Project - This task assesses the candidates' 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. This assessment takes place during the second semester of student teaching (final student teaching).
4. Holistic Proficiency Project - 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. This assessment takes place during the second semester of student teaching (final student teaching).

Assessments 1-4 are administered at set points in the program, as previously indicated, and are scored using rubrics by trained and calibrated assessors. Assessments 1 and 2 are conducted in initial student teaching. Assessments 3 and 4 are conducted in final student teaching. All scores earned by the teacher candidate are recorded electronically on TaskStream. The data are aggregated on an annual basis and the results are presented to faculty at a program faculty meeting.

#### **Dispositions Survey:**

This survey assesses the candidates' perception of the degree to which they exhibit dispositions (collaboration, reflection, valuing diversity, critical thinking, ethical behavior, professional attitudes, and life long learning) that the School promotes. It is administered when candidates enter and exit the program. These scores are recorded on Taskstream. The data are aggregated on an annual basis and presented to faculty at a program faculty meeting.

#### **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. Each student is rated as satisfactory or unsatisfactory in regard to each of two fieldwork experiences. The percent of satisfactory ratings is computed for each fieldwork assessment, and these data are presented to the faculty

**b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?**

**CSU System-wide Evaluation – Exit Survey**

**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.

**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**

**Summary of Fast System**

**Single Subjects Comprehensive Lesson Plan Project**

TPE	Scoring	Fall 08	Spr 09	Fall 09	Spr 10
6b	Median	3.0	3.0	3.0	2.0
	1s (%)	.9	4.0	3.8	0
	2s (%)	34.3	29.3	40.6	54.4
	3s (%)	49.1	48.5	51.9	40.4
	4s (%)	15.7	18.2	3.8	5.3
7	Median	2.0	3.0	2.0	3.0
	1s (%)	0	2.0	0	0
	2s (%)	59.3	39.4	61.7	19.3
	3s (%)	37.0	43.4	33.1	71.9
	4s (%)	3.7	15.2	5.3	8.8
8	Median	2.0	3.0	3.0	3.0
	1s (%)	7.4	2.0	5.3	1.8
	2s (%)	58.3	25.3	35.3	38.6
	3s (%)	25.0	57.6	51.1	50.9
	4s (%)	9.3	15.2	8.3	8.8
9	Median	3.0	3.0	3.0	3.0
	1s (%)	.9	1.0	2.3	1.8
	2s (%)	42.6	28.3	37.6	26.3

	3s (%)	50.0	56.6	52.6	56.1
	4s (%)	6.5	14.1	7.5	15.8

### Single Subjects Site Visitation Project

TPE	Scoring	Fall 08	Spr 09	Fall 09	Spr 10
2	Median	3.0	3.0	3.0	3.0
	1s (%)	0	1.0	0	0
	2s (%)	25.9	17.7	35.8	48.3
	3s (%)	62.0	57.3	32.1	41.4
	4s (%)	12.0	24.0	32.1	10.3
4	Median	3.0	3.0	3.0	3.0
	1s (%)	.9	1.0	0	0
	2s (%)	20.4	16.7	30.6	44.8
	3s (%)	63.9	52.1	34.3	44.8
	4s (%)	14.8	30.2	35.1	10.3
5	Median	3.0	3.0	3.0	3.0
	1s (%)	.9	1.0	0	0
	2s (%)	29.6	19.8	36.6	34.5
	3s (%)	55.6	55.2	46.3	60.3
	4s (%)	13.9	24.0	17.2	5.2
11	Median	3.0	3.0	3.0	3.0
	1s (%)	.9	1.0	.7	0
	2s (%)	26.9	28.1	32.8	43.1
	3s (%)	60.2	41.7	44.8	44.8
	4s (%)	12.0	29.2	21.6	12.1
13	Median	3.0	3.0	3.0	3.0
	1s (%)	0	1.0	0	0
	2s (%)	14.8	12.5	23.9	32.8
	3s (%)	63.0	47.9	39.6	34.5
	4s (%)	22.2	38.5	36.6	32.8

### Single Subjects Teaching Sample Project

TPE	Scoring	Fall 08	Spr 09	Fall 09	Spr 10
10,11	Median	3.0	3.0	3.0	3.0
	1s (%)	0	1.1	0	2.2
	2s (%)	8.3	13.3	6.0	14.6
	3s (%)	73.8	70.0	83.1	70.1
	4s (%)	17.9	15.6	10.8	13.1
	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	1.5

1,9	2s (%)	9.5	28.9	20.45	19.7
	3s (%)	77.4	61.1	68.7	63.5
	4s (%)	13.1	10.0	10.8	15.3
2,3	Median	3.0	3.0	3.0	3.0
	1s (%)	0	2.2	0	.7
	2s (%)	17.9	32.2	19.3	24.8
	3s (%)	63.1	52.2	66.3	58.4
	4s (%)	19.0	13.3	14.5	16.1
7-9	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	.7
	2s (%)	19.0	20.0	20.5	17.5
	3s (%)	50.0	56.7	62.7	57.7
	4s (%)	31.0	23.3	16.9	24.1
2-4,9	Median	3.0	3.0	3.0	3.0
	1s (%)	0	2.2	0	0*
	2s (%)	11.9	21.1	18.1	25.5*
	3s (%)	67.9	62.2	59.0	60.6*
	4s (%)	20.2	14.4	22.9	13.1*
3,12	Median	3.0	3.0	3.0	3.0
	1s (%)	0	2.2	0	3.6
	2s (%)	17.9	20.0	22.9	21.69
	3s (%)	60.7	57.8	59.0	60.6
	4s (%)	21.4	20.0	18.1	13.9
12,13	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	2.2
	2s (%)	13.1	23.3	15.7	20.4
	3s (%)	63.1	53.3	65.1	61.3
	4s (%)	23.8	23.3	19.3	16.1

\*These do not sum to 100 because of an invalid score.

#### Single Subjects Holistic Proficiency Project

TPE	Scoring	Fall 08	Spr 09	Fall 09	Spr 10
1	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	2.2
	2s (%)	14.3	20.2	17.2	25.2
	3s (%)	66.7	73.0	65.5	63.0
	4s (%)	19.0	6.7	17.2	9.6
3	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	.7
	2s (%)	25.0	29.2	23.0	29.6

	3s (%)	66.7	59.6	60.9	56.3
	4s (%)	8.3	11.2	16.1	13.3
5	Median	3.0	3.0	3.0	3.0
	1s (%)	1.2	0	0	.7
	2s (%)	20.2	19.1	25.3	29.6
	3s (%)	51.2	67.4	56.3	54.8
	4s (%)	27.4	13.5	18.4	14.8
6c	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	.7
	2s (%)	23.8	20.2	19.5	26.7
	3s (%)	65.5	65.2	57.5	55.6
	4s (%)	10.7	14.6	23.0	17.0
10	Median	3.0	3.0	3.0	3.0
	1s (%)	1.2	1.1	0	2.2
	2s (%)	14.3	24.7	24.1	31.9
	3s (%)	63.1	67.4	63.2	49.6
	4s (%)	21.4	6.7	12.6	16.3
12	Median	3.0	3.0	3.0	3.0
	1s (%)	0	0	0	6.7
	2s (%)	19.0	27.0	19.5	27.4
	3s (%)	56.0	69.7	62.1	47.4
	4s (%)	25.0	3.4	18.4	18.5

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

#### *Employers' Assessment of Overall Effectiveness of Program in 2007-2008*

	Fresno (N = 77)	CSU System (N = 839)
Well Prepared	42%	48%
Adequately Prepared	40%	35%
Somewhat Prepared	16%	14%
Not at All Prepared	2%	3%

#### *Employers' Assessment of Overall Effectiveness of Program in 2006-2007*

	Fresno (N = 49)	CSU System (N = 823)
Well Prepared	43%	46%
Adequately Prepared	33%	35%
Somewhat Prepared	21%	14%
Not at All Prepared	3%	3%



*First-year Teachers' Assessment of Overall Effectiveness of Program in 2007-2008*

	Fresno (N = 80)	CSU System (N = 994)
Well Prepared	31%	38%
Adequately Prepared	37%	37%
Somewhat Prepared	26%	20%
Not at All Prepared	6%	6%

*First-year Teachers' Assessment of Overall Effectiveness of Program in 2006-2007*

	Fresno (N = 56)	CSU System (N = 1,017)
Well Prepared	24%	39%
Adequately Prepared	40%	36%
Somewhat Prepared	26%	20%
Not at All Prepared	11%	5%

*Areas with the Highest Percentage of Employers Rating Fresno Graduates as Well or Adequately Prepared in 2007-2008*

Area (Percent)

Teach Middle Grades (94%)  
Use Education Technology (90%)  
Plan Instruction (85%)

*Areas with the Highest Percentage of Employers Rating Fresno Graduates as Well or Adequately Prepared in 2006-2007*

Area (Percent)

Plan Instruction (82%)  
Motivate Students (80%)  
Use Education Technology (78%)  
Teach High School Students (78%)  
Manage Instruction (78%)

*Areas with the Highest Percentage of First-Year Fresno Teachers Rating Themselves as Well or Adequately Prepared in 2007-2008*

Area (Percent)

Teach Middle Grades (78%)  
Plan Instruction (72%)

Assess and Reflect on Instruction (70%)

*Areas with the Highest Percentage of First-Year Fresno Teachers Rating Themselves as Well or Adequately Prepared in 2006-2007*

Area (Percent)

Assess and Reflect on Instruction (73%)  
Plan Instruction (69%)  
Motivate Students (68%)  
Teach High School (68%)

*Areas with the Lowest Percentage of Employers Rating Fresno Graduates as Well or Adequately Prepared in 2007-2008*

Area (Percent)

Develop Reading Skills (74%)  
Teach Special Learners in Inclusive Settings (77%)  
Equity and Diversity (78%)  
Teach High School Students (78%)

*Areas with the Lowest Percentage of Employers Rating Fresno Graduates as Well or Adequately Prepared in 2006-2007*

Area (Percent)

Equity and Diversity (68%)  
Teach Special Learners in Inclusive Settings (69%)  
Develop Reading Skills (74%)  
Assess and Reflect on Instruction (74%)

*Areas with the Lowest Percentage of First-Year Fresno Teachers Rating Themselves as Well or Adequately Prepared in 2007-2008*

Area (Percent)

Use Education Technology (54%)  
Develop Reading Skills (62%)  
Motivate Students (68%)

*Areas with the Lowest Percentage of First-Year Fresno Teachers Rating Themselves as Well or Adequately Prepared in 2006-2007*

Area (Percent)

Teach Middle Grades (53%)  
Teach Special Learners in Inclusive Settings (63%)  
Develop Reading Skills (64%)  
Equity and Diversity (64%)

### **Candidate Dispositions Survey**

In 2008-2009 and 2009-2010, 362 candidates took the dispositions survey, rating themselves on a 1-5 scale with reference to various dispositions. The mean score on the entry survey was 4.33. In 2008-2009 and 2009-2010 313 candidates took the exit survey. The mean score on the exit survey was 4.68.

### **Overall Fieldwork Assessments**

- In 2008-2009, .98% of 203 candidates enrolled in EHD 155A and EHD 155B Student Teaching in the Secondary School failed to be rated as Satisfactory on their Overall Fieldwork Assessment. In 2009-2010, 4.19% failed to make a Satisfactory rating. (Students are rated as Satisfactory or Unsatisfactory on these assessments.)

### **c) How does the program summarize the data from 4-6 instruments so that it can be used for program improvement purposes?**

The FAST data are aggregated by TPE, by task, by semester. All program candidates are assessed. The FAST Coordinator presents these data to the Program Coordinator and to program faculty.

The CSU System-Wide Evaluation of Fresno's Single Subject Credential Program is conducted annually. (See data summary for numbers.) The data is aggregated in the form of percentage of respondents rating teachers prepared as well prepared, adequately prepared, somewhat prepared, or not at all prepared. System-wide results are also given for comparison. The results are presented on an annual basis by the Dean of the Kremen School of Education to the Program Coordinator and program faculty for purposes of improvement.

On the Overall Fieldwork Assessments, the percent of students not satisfactorily completing these assessments is computed on an annual basis. Faculty members review these data.

The results of an entry/exit candidate disposition survey are presented to the program faculty on an annual basis by the Program Coordinator. The mean scores for all 45 items are aggregated so that a comparison can be made between entry and exit mean scores.

## **SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**

### **PART III – Analyses and Discussion of Candidate and Program Data**

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

The percentage of failing scores on the TPEs measured by each of the four assessments was low, ranging from .0% to 7.4%.

On the Comprehensive Lesson Plan Project, in Spring of 2010, the median score of 3 (on a scale of 1-4) on three of the four TPEs assessed indicates that student are doing well with regard to these TPEs. However, the median score on this assessment for TPE 6b fell from 3.0 to 2.0 in Spring 2010. The cause for this drop should be explored.

On the Site Visitation Project, during all four semesters for which data are given in this report, over 50% of the candidates received a rating of 3 or 4 on a 4-point scale on all of the TPEs measured by this assessment, indicating that over half are exceeding minimum expectations on these TPEs.

- On the Teaching Sample Project, in all four semesters, at least 65% of the candidates or more received a score of 3 or 4 (on a 4-point scale) on all seven parts of the task, indicating a high level of proficiency with regard to the TPEs measured for those candidates. In Spring 2010, over 70% of all candidates received a score of 3 or 4, indicating improvement. The three parts on which less than 75% scored a 3 or better, in Spring 2010, assess TPEs 2, 3, 4, 9, and 12. The program should focus on promoting achievement in terms of these TPEs.
- On the Holistic Proficiency Project, 65% or more of the candidates received 3s or 4s (on a 4-point scale) on all 6 of the TPEs assessed, in each of the four semesters. However, there was a decrease from Fall 2009 to Spring 2010 on all TPEs assessed in this project (i.e. TPEs 1, 3, 5, 6c and 12). The causes of this decrease should be explored.

#### **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 82% of their employers in 2007-2008. This represented an improvement from 76% in 2006-2007.
- First-year teachers who graduated from Fresno's Single Subject Credential Program also rated their overall preparation somewhat favorably. Among these first-year teachers, 68% indicated that they had been well or adequately prepared to teach. This represented an improvement from 64% in 2006-2007. While there was an improvement from 2006-2007 to 2007-2008, the program should seek continued improvements in ratings of overall satisfaction of first-year teachers.
- In terms of 12 specific aspects of teaching, employers in 2007-2008 indicated that 74% to 94% of all Fresno graduates were well or adequately prepared to teach, indicating a high

level of satisfaction with the program. Ratings in 2006-2007, on the 12 aspects of teaching, ranged from 68% to 82%. The 2007-2008 ratings represented a substantial improvement.

- The majority of first-year teachers who completed Fresno's Single Subject Credential Program rated themselves as well or adequately prepared to teach in all 12 aspects of teaching that they were asked to assess. This indicates a moderate degree of satisfaction on the part of candidates but the program should seek to improve candidate ratings.
- The areas which were rated lowest for two years by employers of Fresno graduates or first-year teachers from Fresno's Single Subject Credential Program are developing reading skills in the content areas, teaching special learners in inclusive settings, and preparation for equity and diversity. These areas should be a special focus for program improvement.

### **Analysis of the Results of the Dispositions Survey**

- The fact that candidates scored slightly higher, on average, on the survey of dispositions given at the beginning of the program as opposed to the exit survey indicates that the program may have a small positive effect on candidate perceptions of their dispositions or at least does not lower them.

### **Analysis of the Results of the Overall Fieldwork Assessments**

- In 2008-2010, the percentage of candidates failing to achieve a satisfactory rating on their Overall Fieldwork Assessments was very low, indicating a generally satisfactory performance by candidates in their fieldwork.

## **SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**

### **Part IV – Use of Assessment Results to Improve Candidate and Program Performance**

Single Subject Credential Program

## **SECTION B**

### **INSTITUTIONAL SUMMARY AND PLAN OF ACTION**

#### **1-3 pages**

This section reflects the institution's review of the reports from all the credential programs within that institution. Given the information provided in Section A for each program, identify trends observed in the data across programs. Describe areas of strength, areas for improvement and the next steps or plan of action the unit will take to improve the quality of educator

preparation. The summary is signed and submitted by the unit leader: Dean, Director of Education, Superintendent, or Head of the Governing Board of the Program Sponsor.

Data Source	Data Focus	Action(s) Planned or Taken	Standard/TPE	Timeline
FAST	English Learners	Met with all S.S. faculty to discuss actions across courses to address ELs.	TPE 4 P. Stand. 12	2009-2010
CSU Eval.	Equity and Diversity	Plan to make syllabus revisions across courses regarding ELs. Continuing to require candidate attendance at Character and Civic Educ. Conference that focuses, in part, on problems/solutions related to equity and diversity.	P. Stand. 3 P. Stand. 9	2010-2011 2007-2011
CSU Eval.	Developing Reading Skills in the Content areas	Program Coordinator met with faculty who teach LEE 154 Language and Literacy in the Content Area to develop course modifications. Course will change format in Spring 2011.	P. Stand.7B	2010
CSU Eval.	Teaching Special Learners in the Content Areas	Program Coordinator met with faculty who teach SPED 121 Teaching Students with Special Needs in the General Education Setting to discuss cross course actions for improvement in this area. Dean met with program faculty to emphasize need for improvement in area of special education Plan for SPED 121 faculty to assign all SS faculty to reinforce one aspect of special education in each SS course. Plan to develop two online lessons related to special education for each SS course.	P. Stand. 13	2009-2010 2010-2011 2010-2011 2007-2011
FAST	Professional, Legal, and Ethical Obligations of	Offered a half-day institute for master teachers on teaching candidates about professional ethics	TPE 12 P. Stand. 5	2008-2009

FAST	Teachers Developmentally Appropriate Teaching Practices	Continuing to require student teachers to attend workshop on teaching high students.	TPE 6 P. Stand. 3	2007- 2011
FAST	Social Environment	Gave all student teachers a presentation on conflict management. Continuing to give student teachers an opportunity to participate as a mediator mentors in a conflict management program.	TPE 11 P. Stand.10	2010  2008-10