



Commission on Teacher Credentialing

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Professional Services Division

March 9, 2011

Dr. Donald Wise
CSU, Fresno
Kremen School of Education and Human Development
5005 N. Maple Avenue
Fresno, CA 93740

Dear Dr. Wise:

Congratulations! After completing a review of your Program Assessment submission for your Preliminary and Professional Administrative Services programs, readers have made a preliminary finding that your program is in alignment with all program standards. Attached, you will find a copy of the feedback form from this review. Please note, as indicated on the form, that all Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.

Please keep in mind that these documents are considered “living” and should be updated as necessary. If your document contains updates between now and your site visit you will need to send the revised copy approximately 6 months prior to the site visit and highlight changes so site visit team members are aware of any new program features. Please refer to the attached PSA 10-12 for guidance on submitting changes. As your program has been preliminarily determined to be in alignment with all standards, no additional program response is required at this time. However, you may see comments on the feedback form regarding information that needs to be reviewed on site by the site visit team. There is no need to send that information to the Commission, but have it available at the site visit.

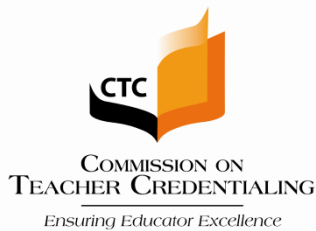
Should you have questions about the information contained in this report, the Program Assessment process, or how to submit additional information, please send an e-mail to ProgramAssessment@ctc.ca.gov and a staff member will respond to you promptly.

Sincerely,

A handwritten signature in black ink that reads 'Cheryl Hickey'. The signature is written in a cursive, flowing style.

Cheryl Hickey
Acting Administrator of Accreditation

cc: Dr. Paul Beare, Dean
Dr. Jim Marshall, Associate 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

Program Assessment – programassessment@ctc.ca.gov

Biennial Reports – biennialreports@ctc.ca.gov

**Commission on Teacher Credentialing
Program Assessment Feedback**

Professional Clear Administrative Services—Standards Based 2003

Institution California State University, Fresno

Date of initial review February 2011

Subsequent dates of review

General Comments: The readers appreciated the organizational clarity and the concise, cohesive nature of the submitted document.

*Status	Standard
Preliminarily Aligned	1: Program Design, Rationale and Coordination <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	2: Design of Professional Credential Induction Plan <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	3: Curriculum Content <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	4: Scope and Delivery of the Professional-Level Curriculum <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	5: Curricular Individualization <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	6: Provision of Mentoring Experiences <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	7: Mentor Qualifications <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	8: Expectations of Candidate Performance <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	9: Assessment of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be reviewed at the site visit:

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**Commission on Teacher Credentialing
Program Assessment Feedback**

Preliminary Administrative Services Credential 2003

Institution **CSU Fresno**
Date of initial review **February, 2011**
Subsequent dates of review

General Comments: **This program document was a pleasure to read and the formatting with the hyperlinks made all of the information easily accessible. The comprehensive nature and interweaving of course assignments makes for an impressive program.**

*Status	Standard
Preliminarily Aligned	1: Program Rationale and Design <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	2: Program Coordination <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	3: Development of Professional Perspectives <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	4: Equity, Diversity, and Access <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	5: Role of Schooling in a Democratic Society <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	6: Opportunities to Learn Instructional Leadership <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	7: Nature and Field Experiences <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily	8: Guidance, Assistance and Feedback

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The decision if each standard is met or not is the responsibility of the site visit team.*

*Status	Standard
Aligned	<i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	9: Assessment of Candidate Competence <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	10: Vision of Learning <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	11: Student Learning and Professional Growth <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	12: Organizational Management for Student Learning <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	13: Working with Diverse Families and Communities <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	14: Personal Ethics and Leadership Capacity <i>Questions, Comments, Additional Information Needed:</i>
Preliminarily Aligned	15: Political, Social, Economic, Legal and Cultural Understanding <i>Questions, Comments, Additional Information Needed:</i>

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