February 13, 2012

Dr. Jim Marshall
Associate Dean
California State University, Fresno
5005 N. Maple Avenue
Fresno, CA 93740-8025

Dear Dr. Marshall

Thank you for the submission of your Program Assessment Document for the Early Childhood Education Specialist program. You will find an attachment containing the Preliminary Report of Findings from the initial review of your document with feedback and the standards' status shown in **blue**.

During the review, the Program Assessment Readers were looking for the following information:

1. Does the narrative response to the standard describe "how" the standard is being met?

2. Does the response address the language of the standard?

3. Does the documentation support the narrative response and align with the standard?

4. Are the assessments that are used to develop the biennial report included with appropriate explanation?

What you will find in the Preliminary Report of Findings is the need for more information based on the 1992 competencies that were developed for this program. Your document did not address these competencies in the required way. What reviewers did find was objectives in syllabi that contained the numbered competencies addressed in the course. There was no response specifically for each competency. The reviewers then created a chart containing all competencies and put an X in the table if the competency was addressed through course objectives. They found a number of competencies that were not found in any syllabus. All that is required of your program is to address those competencies.

The standards for this particular program will likely be revised in the next couple of years by the newly-formed advisory panel looking at multiple/single subject programs overall. Since CSU Fresno has, at this time, the only Early Childhood Specialist program in the state, the program standards could be changed considerably when the advisory panel reviews those standards. If the program standards are not revised, CSU Fresno's program will, next time it is reviewed, need to comply with our requirements for Program Assessment Documents.

For assistance in understanding what Program Assessment requires, please see Chapter six of the Accreditation Handbook which is posted at http://www.ctc.ca.gov/educator-prep/accred-handbook.html. In addition, the Program Assessment webpage has updated guidance posted at http://www.ctc.ca.gov/educator-prep/program-accred-assessment.html.

For each program standard and/or competency, the readers have identified whether the narrative and documentation provided adequate information for the readers to determine whether program standards are preliminarily aligned or if additional information is needed. Reviewers attempted to provide as much guidance as possible on how the program might respond to the request for more information. It is important to note that the Preliminary Report of Findings does not imply that any of the Commission's Program Standards are met. The decision whether each standard is met or not is the responsibility of the site visit team.

The process of Program Assessment allows each program to respond to questions asked by the readers and provide additional information. Review PSA 10-12 for the *required* method of submitting new information by amending your original document. Do not submit additional information outside of the document, as all of the new information and documentation will need to be included in your final document for the site review team. Additionally, please keep in mind resubmissions are emailed out to the readers. Please make every effort possible to send your resubmission in via email. If you are unable to email it to us please mail in two flash drives with the document so they can be mailed out to the readers (keep in mind this second option will delay the turnaround time for feedback from the readers).

You will find the attached Preliminary Report of Findings with each program standard listed. Next to each standard is the status the readers have selected at this time. In this first review, the options for standard status are "Preliminarily Aligned" or "More Information Needed." Readers have provided you with specifics in the Questions, Comments, Additional Information Needed section. If there is additional information needed, you may submit the information and readers will review it. If the additional information provided addresses the questions or concern noted, then the standard will be deemed Preliminarily Aligned through the Program Assessment process. The site visit will gather evidence to confirm the preliminary findings from the Program Assessment process.

To facilitate a timely review process, and to keep the information fresh in the readers' minds, we strongly encourage you to submit the requested information within the next month. *(If you anticipate it taking longer than one month please provide us with an approximate date of your response.)* This information will be forwarded to the original readers for their review. After the review, you will be notified again whether the additional information was sufficient to respond to all outstanding questions. This feedback cycle or professional dialogue will continue throughout the majority of 2012.

The Committee on Accreditation (COA) will need to receive a report from the Program Assessment readers to configure the site team and to determine whether there are any programs that require an in-depth review during the site visit which is scheduled for the 2012-13 year. The Preliminary Report of Findings for each program will be provided to the institution and shared with the Site Visit team as they prepare for your 2012-13 site visit. It is expected that all Preliminary Reports of Findings will be finalized approximately six months before your scheduled site visit. Programs that have not been determined to be preliminarily aligned by readers may end up with an in-depth site visit review, rather than program sampling.

Please return your amended document electronically as a word or PDF document in an e-mail attachment to ProgramAssessment@ctc.ca.gov within four weeks from receipt of the readers' feedback. **Documents MUST be formatted to allow for sending via email.** Please note that we cannot accept email attachments that are zipped or larger than 10MB. If necessary you may send multiple emails to include all of the files (please include the number of emails we should expect in the first one and indicate the last one). **You will receive a confirmation email when your resubmission has been received. If you do not receive a confirmation within 5 business days, then your resubmission has not been received. Please contact us directly at the email above if this happens.**

Please note that some of the information needed to determine that Program Standards are met will be reviewed at the site visit and is indicated as such on the Preliminary Report of Findings form. There is no need to send that information, 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,
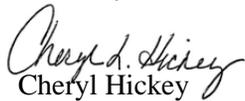
Cheryl Hickey
Administrator of Accreditation

cc: Dr. Paul Beare, Dean

CATEGORY B. Field Experiences

*1.3 Programs submitted for approval must ensure that students have had, or will have, by completion of the program, differentiated supervised field and practicum experiences with children and adults in representative crosscultural settings, which provide for:						
	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 271
1.3.1 Opportunities designed to meet the individual candidate's background, experience, and career goals.					X	
1.3.2 Supervised experiences in at least one pre-kindergarten developmental level and one level at kindergarten or primary level.					X	
1.3.3 Observation and participation experiences in child observation classes, public schools, private schools, and public and community agencies.	X			X	X	
1.3.4 Opportunities to work with professional educators and with personnel not necessarily members of the education profession (e.g., pediatricians and nurses, para-professionals, staff members, and parent and community volunteers).					X	

2.0 Professional Competencies
Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs for such skills and knowledge required for service in these credential areas. Programs shall provide a brief response on how each of the following professional competencies is addressed in the coursework and field experiences. Programs shall be designed, in part, to develop specific skills and knowledge in the following competency areas:
The specialist shall be able to:

	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 271
2.1 Demonstrate knowledge of human development and education.	X	X	X			
2.1.1 Interpret child development and early education concepts to differentiated staff, parents, and community.	X		X	X		
2.1.2 Plan for continuity of learning experiences, regardless of grade level, for children age eight and younger.		X	X	X		
2.2 Demonstrate knowledge, application, and analysis of several theoretical bases upon which early childhood programs have been and currently are being developed.	X	X	X			
2.2.1 Explain and describe relevant research.	X	X	X			X
2.2.2 Compare and contrast fundamental theories of child development and philosophies of curriculum.	X	X		X		
2.2.3 Analyze different programs for young children.	X	X	X			
2.3 Plan programs that meet the individual needs and interests of children appropriate to their	X		X			X

	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 271
development, their sociocultural background, and their experiential level.						
2.3.1 Demonstrate ability to diagnose children's learning needs through a variety of vehicles, including, but not limited to, observation, case studies, tests, developmental scales, and classroom products.		X	X	X		
2.3.2 Develop a suitable match between diagnosis and learning activities provided.		X	X			
2.3.3 Demonstrate knowledge of teaching of reading.		X				
2.3.4 Demonstrate knowledge of the teaching of mathematics.			X			
2.3.5 Demonstrate knowledge of the teaching of music, art, drama, and movement.			X			
2.3.6 Demonstrate knowledge of varied learning styles.		X	X			
2.3.7 Provide opportunities for choice, problem-solving, decision-making, and responsibility for learning, on the part of the children.		X	X	X		
2.3.8 Demonstrate a broad repertoire of teaching strategies.		X	X			
2.3.9 Use teaching strategies related to child development (e.g., use an inquiry process of learning based on the young child's curiosity and active exploratory behaviors).		X	X			
2.3.10 Demonstrate the ability to utilize knowledge of the sociocultural background of young children in planning learning environments.	X	X		X		X
2.3.11 Develop organizational management procedures to facilitate growth and learning.			X			
2.4 Evaluate objectives, children's individual growth, learning, and programs.	X	X				
2.4.1 Evidence consistency between state objectives and methods of evaluation.		X	X			
2.4.2 Demonstrate knowledge of appropriate testing measures for young children in the cognitive, affective, and psychomotor domains.		X	X	X		
2.4.3 Develop and employ a variety of processes which are appropriate for recording and evaluating continuous progress.		X	X			
2.4.4 Explain and discuss alternative evaluative processes and programs.		X	X			
2.4.5 Interpret results of standardized tests and other evaluative protocols.		X	X			
2.5 Design and evaluate curriculum materials and resources appropriate to children from various cultures and of varying abilities, age eight and younger.	X	X	X			X
2.5.1 Evaluate and select prepared curriculum materials.		X	X			
2.5.2 Develop original materials to meet the needs and interests of children.		X	X			
2.6 Develop parent and community interest and involvement.	X	X	X			
2.6.1 Demonstrate knowledge of community served.	X	X		X		
2.6.2 Encourage participation and involvement of parents in school programs.		X				
2.6.3 Provide for parent education as related to the child's development and educational practices.		X				
2.6.4 Develop criteria for working with volunteers, tutors, parents, and paraprofessional staff members.						
2.6.5 Foster constructive interactions among teaching staff and parents from diverse cultures.		X				
2.6.6 Explain and describe similarities and differences among cultural groups in language, child-rearing practices, values, and customs.		X				

	LEE 171	LEE 232	LEE 233	LEE 235	LEE 241	LEE 271
2.6.7 Facilitate parent conferences; demonstrate skill in non-judgmental listening and interactions, and the ability to help others develop these skills.		X				
2.6.8 Recognize and acknowledge community and home strengths; plan and initiate programs to strengthen home-school activities.		X	X			
2.7 Use professional and community resources for referral, enrichment, program development, and program implementation.		X				
2.7.1 Describe and list professional and community resources for referral, enrichment, and program implementation.		X	X			
2.7.2 Identify children with special needs, select appropriate referral sources, and develop plans, after appropriate consideration.		X	X			
2.7.3 Assist in developing new community resources.		X				
2.8 Supervise and coordinate a comprehensive program involving differentiated staffing and provide for staff development.						
2.8.1 Interpret alternative educational philosophies and program rationale to staff, parents, and community.		X	X			
2.8.2 Provide educational leadership within the community served.			X			
2.8.3 Establish a climate which facilitates mutual help and growth.			X			
2.8.4 Work cooperatively with other personnel to provide a smooth transition for children from one level to another.			X			
2.8.5 Provide leadership in establishing varied organizational patterns, e.g., multiage grouping, team teaching, and use of paraprofessionals and volunteers.			X			
2.8.6 Plan and provide in-service education to meet staff needs and interests.						
2.8.7 Model appropriate behaviors for adults leading young children.						
2.8.8 Prepare professional reports.						
2.9 Direct total program.						
2.9.1 Implement minimum standards as required by health, education, and welfare codes.						
2.9.2 Organize schedules, supplies, maintenance of equipment, budget planning, and accounting.						
2.9.3 Coordinate a comprehensive program, including health, education, nutrition, and psychological services.			X			
2.9.4 Articulate programs of pre-kindergarten, kindergarten, primary, and intermediate grades.			X			
2.10 Demonstrate ability to prepare project proposals.	X					
2.10.1 Cooperate with administrators, teachers, and parent advisory board in developing proposal designs.						
2.10.2 Generate community understanding for needed projects.						

Manual for Developing,

Evaluating, and Approving

Professional Preparation

for the

Early Childhood Education

Specialist

Credential

(TO BE USED IN CONJUNCTION WITH THE TWELVE STANDARDS OF
PROGRAM QUALITY AND EFFECTIVENESS AND PRECONDITIONS
FOR SPECIALIST AND SERVICES CREDENTIALS)

COMMISSION ON TEACHER CREDENTIALING

STATE OF CALIFORNIA

SACRAMENTO

REVISED DECEMBER 1992

FOREWORD

Specialist and Services Programs

Institutions of Higher Education that want to receive initial or ongoing approval for their teaching specialist or services credential shall provide a narrative response to each of the following:

I.   Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials.

II.   Category B Professional Competencies and Field Experiences from the Manual for Developing Evaluating and Approving Professional Preparation Programs for the specific Specialist or Services Credential Programs (also called the Guidelines Manual).

III.   Preconditions for Specialist and Services Programs (found on page 14 and 15 of the Specialist and Services Standards document).

IV.   Preconditions for the Early Childhood Education Specialist Credential Program (found in the Guidelines Manual).

       All other items in previous Guidelines Manual categories A, B. and C have been eliminated or subsumed by Preconditions or Standards of Program Quality in the above listed documents. This document will be superseded when Professional Competency and Fieldwork Standards have been developed for the Early Childhood Education Specialist Credential Program.

EARLY CHILDHOOD EDUCATION SPECIALIST
CREDENTIAL

CATEGORY B. Field Experiences

***1.3**   Programs submitted for approval must ensure that students have had, or will have, by completion of the program, differentiated supervised field and practicum experiences with children and adults in representative crosscultural settings, which provide for:

1.3.1   Opportunities designed to meet the individual candidate's background, experience, and career goals.

1.3.2   Supervised experiences in at least one pre-kindergarten developmental level and one level at kindergarten or primary level.

1.3.3   Observation and participation experiences in child observation classes, public schools, private schools, and public and community agencies.

1.3.4   Opportunities to work with professional educators and with personnel not necessarily members of the education profession (e.g., pediatricians and nurses, para-professionals, staff members, and parent and community volunteers) .

2.0 Professional Competencies

Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs for such skills and knowledge required for service in these credential areas.

Programs shall provide a brief response on how each of the following professional competencies are addressed in the coursework and field experiences.

Programs shall be designed, in part, to develop specific skills and knowledge in the following competency areas:

The specialist shall be able to:

2.1   Demonstrate knowledge of human development and education.

2.1.1   Interpret child development and early education concepts to differentiated staff, parents, and community.

2.1.2   Plan for continuity of learning experiences, regardless of grade level, for children age eight and younger.

*The Guidelines from the old manual that do not appear have been subsumed in the Preconditions and Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credential.

2.2   Demonstrate knowledge, application, and analysis of several theoretical bases upon which early childhood programs have been and currently are being developed.

2.2.1   Explain and describe relevant research.

2.2.2   Compare and contrast fundamental theories of child development and philosophies of curriculum.

2.2.3   Analyze different programs for young children.

2.3   Plan programs that meet the individual needs and interest of children appropriate to their development, their sociocultural background, and their experiential level.

2.3.1   Demonstrate ability to diagnose children's learning needs through a variety of vehicles, including, but not limited to, observation, case studies, tests, developmental scales, and classroom products.

2.3.2   Develop a suitable match between diagnosis and learning activities provided.

2.3.3   Demonstrate knowledge of teaching of reading.

2.3.4   Demonstrate knowledge of the teaching of mathematics.

2.3.5   Demonstrate knowledge of the teaching of music, art, drama, and movement.

2.3.6   Demonstrate knowledge of varied learning styles.

2.3.7   Provide opportunities for choice, problem-solving, decisionmaking, and responsibility for learning, on the part of the children.

2.3.8   Demonstrate a broad repertoire of teaching strategies.

2.3.9   Use teaching strategies related to child development (e.g., use an inquiry process of learning based on the young child's curiosity and active exploratory behaviors).

2.3.10 Demonstrate ability to utilize knowledge of the sociocultural background of young children, in planning learning environments.

2.3.11 Develop organizational management procedures to facilitate growth and learning.

2.4   Evaluate objectives, children's individual growth, learning, and programs.

2.4.1   Evidence consistency between state objectives and methods of evaluation .

2.4.2   Demonstrate knowledge of appropriate testing measures for young children in the cognitive, affective, and psychomotor domains.

2.4.3   Develop and employ a variety of processes which are appropriate for recording and evaluating continuous progress.

2.4.4   Explain and discuss alternative evaluative processes and programs.

2.4.5   Interpret results of standardized tests and other evaluative protocols.

2.5   Design and evaluate curriculum materials and resources appropriate to children from various cultures and of varying abilities, age eight and younger.

2.5.1   Evaluate and select prepared curriculum materials.

2.5.2   Develop original materials to meet the needs and interests of children.

2.6   Develop parent and community interest and involvement.

2.6.1   Demonstrate knowledge of community served.

2.6.2   Encourage participation and involvement of parents in school programs.

2.6.3   Provide for parent education as related to the child's development and educational practices.

2.6.4   Develop criteria for working with volunteers, tutors, parents, and paraprofessional staff members.

2.6.5   Foster constructive interactions among teaching staff and parents from diverse cultures.

2.6.6   Explain and describe similarities and differences among cultural groups in language, child-rearing practices, values, and customs.

2.6.7   Facilitate parent conferences; demonstrate skill in non-judgmental listening and interactions, and the ability to help others develop these skills.

2.6.8   Recognize and acknowledge community and home strengths; plan and initiate programs to strengthen home-school activities.

2.7   Use professional and community resources for referral, enrichment, program development, and program implementation.

2.7.1   Describe and list professional and community resources for referral, enrichment, and program implementation.

2.7.2   Identify children with special needs, select appropriate referral sources, and develop plans, after appropriate consideration.

2.7.3   Assist in developing new community resources.

2.8   Supervise and coordinate a comprehensive program involving differentiated staffing and provide for staff development.

2.8.1   Interpret alternative educational philosophies and program rationale to staff, parents, and community.

2.8.2   Provide educational leadership within the community served.

2.8.3   Establish a climate which facilitates mutual help and growth.

2.8.4   Work cooperatively with other personnel to provide a smooth transition for children from one level to another.

2.8.5   Provide leadership in establishing varied organizational patterns, e.g., multiage grouping, team teaching, and use of paraprofessionals and volunteers.

2.8.6   Plan and provide in-service education to meet staff needs and interests.

2.8.7   Model appropriate behaviors for adults leading young children.

2.8.8   Prepare professional reports.

2.9   Direct total program.

2.9.1   Implement minimum standards as required by health, education, and welfare codes.

2.9.2   Organize schedules, supplies, maintenance of equipment, budget planning, and accounting.

2.9.3   Coordinate a comprehensive program, including health, education, nutrition, and psychological services.

2.9.4   Articulate programs of pre-kindergarten, kindergarten, primary, and intermediate grades.

2.10   Demonstrate ability to prepare project proposals.

2.10.1   Cooperated with administrators, teachers, and parent advisory board in developing proposal designs.

2.10.2   Generate community understanding for needed projects.

Preconditions for the Early Childhood

Specialist Credential

1. A candidate for the Early Childhood Specialist Credential must meet <u>one</u> of the following admission requirements:

   - Be a graduate of an approved teacher preparation program.

   - Hold a valid basic teaching credential.

   - Be in the process of completing a teaching credential concurrently with a specialist credential.

2. Before recommending candidates for the Early Childhood Credential, the institution shall verify that they have successfully completed two years of early childhood teaching experience.

Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials

(To Be Used in Conjunction with the Manuals for Developing, Evaluating, and Approving Professional Preparation for the Agricultural Specialist Credential, Early Childhood Education Specialist and the Mathematics Specialist Credential; and the Manual for Developing, Evaluating, and Approving Personalized Preparation for the Designated Subjects Special Subjects Teaching Credential and the Designated Subjects Supervision and Coordination Credential)

Institutional Resources and Coordination
Admission and Candidate Services
Professional Competencies and Field Experience
Determination of Candidate Competence

Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000
State of California

April 6, 1990
(Revised January, 1993)
(Revised July, 1996)

Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials

(To Be Used in Conjunction with the Manuals for Developing, Evaluating, and Approving Professional Preparation for the Agricultural Specialist Credential and the Mathematics Specialist Credential; and the Manual for Developing, Evaluating, and Approving Personalized Preparation for the Designated Subjects Special Subjects Teaching Credential and the Designated Subjects Supervision and Coordination Credential)

**Institutional Resources and Coordination
Admission and Candidate Services
Professional Competencies and Field Experience
Determination of Candidate Competence**

Commission on Teacher Credentialing

State of California

**April 6, 1990
(Revised January, 1993)
(Revised July, 1996)**

COMMISSION ON TEACHER CREDENTIALING

State of California

Pete Wilson, Governor

July 1996

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Dr. Sam W. Swofford

Table of Contents

Foreword

The quality of public education depends substantially on the performance of professional educators. Like all other states, California requires educators to hold credentials granted by the state in order to serve in the public schools. Each state, including California, establishes and enforces standards and requirements for earning credentials for public school service. These certification standards and requirements are among the ways in which states exercise their constitutional responsibility for governing public education.

The quality of professional performance depends heavily on the quality of initial preparation. Each state has a legitimate interest in the quality of training programs for professional educators. In each state, completion of a professional preparation program that has been approved by the state's certification agency is a legal requirement for earning each type of credential, including teaching credentials. State legislatures adopt such requirements because they recognize the critical role of professional preparation in subsequent professional performance. If a state were to abandon its interest in the quality of professional preparation programs, it would implicitly suggest that competent performance does not depend on excellent preparation.

After a developmental process that took more than five years and involved more than one thousand professional educators, in November 1986, the Commission on Teacher Credentialing adopted the recommendations of the Commission staff on the redesign of the Commission's program approval and evaluation process. A complete description of the process of redesign can be found in the Commission document <u>New Designs</u> <u>for</u> <u>Professional</u> <u>Preparation</u> (October 1986).

This report contains the following: standards of program quality and effectiveness for teaching Specialist and Services Credential Programs, the factors that will be used as guides to judge whether standards in Categories I and II are met and preconditions established by State law or Commission policy that must be met as a prerequisite to program must also be addressed.

On January 5, 1990, the Commission approved *Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credentials* in the Categories of "Institutional Resources and Coordination", "Admission and Candidate Services", and "Evaluation of Candidate Competence". Standards in these three areas had previously been approved for Multiple and Single Subject Credential Programs and had been used successfully for three years. Based on our experience with the evaluations of the past three years, the staff has identified twelve standards from the Multiple and Single Subject Programs which are applicable to all credential programs. These standards are the following:

iii

- Program Design, Rationale and Coordination
- Institutional Attention to the Program
- Resources Allocated to the Program
- Qualifications of Faculty
- Faculty Evaluation and Development
- Program Evaluation and Development
- Admission of Candidates: Academic Qualifications
- Admission of Candidates: Prior Experience and Personal Qualifications
- Availability of Program Information
- Candidate Advisement and Placement
- Candidate Assistance and Retention
- Determination of Candidate Competency

With the exception of the final standard, these are taken from Categories I, "Institutional Resources and Coordination"; and II, "Admission and Student Services", of the *Multiple and Single Subject Program Standards*. These twelve standards replace formerly approved guidelines in Categories A and C, and those portions of Category B that relate to admissions procedures.

The program guidelines in Category B will continue to be used until such time as the Commission adopts specific standards recommended by expert advisory panels for the specific specialty or service area. The areas in which the program standards will be developed by advisory panels include program curriculum, required field experiences, and professional competence, and candidate performance.

Until standards of program quality are developed for a particular specialist or services credential, institutions of higher education who wish to submit a new program for approval or submit a previously approved program as part of periodic program evaluation should respond to standards one through twelve and the Commission guidelines in Category B, "Professional Competencies and Field Experiences"which may be found in the "Manual for Developing, Evaluating, and Approving Professional Preparation" for the particular credential. Institutions should prepare a narrative response to each standard and guideline describing how each is met. Institutions should include, as part of the response to the professional competencies section, a graphic description of the objectives of the program and indicate the relationship of these objectives to the competency requirements of the Commission.

Institutions of higher education must also provide a narrative response to each precondition. Preconditions are typically the requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution or approving its programs or schools. Preconditions determine an institution's eligibility to apply for accreditation or to submit programs for approval. The actual approval or accreditation of programs, schools, or institutions is based on standards adopted by the association or licensing agency.

Preconditions one through six apply to all credential programs and were established by Commission policy. Preconditions six through nine are requirements established by statute. Institutions need to respond only to those that apply to the credential for which approval is sought. The third category of preconditions are those that apply to a specific credential. For example, Education Code Section 44270(a)(2) requires that Preliminary Administrative Services Credential candidates have three years of successful, full-time classroom teaching experience; or three years of experience on a services credential. There are also preconditions that pertain only to internship programs which must be addressed as a prerequisite to approved program status.

iv

**Standards of Program Quality and Effectiveness
for all Teaching Specialist and Services Credentials**

**Institutional Resources and Coordination
Admission and Candidate Services
Professional Competencies and Field Experiences**

**Commission on Teacher Credentialing
January 4, 1990**

Definitions of Key Terms

Standard

A "standard" is a statement of program quality that must be fulfilled for initial approval or continued approval of a professional preparation program by the Commission. The Commission determines whether a program satisfies a standard on the basis of a consideration by an evaluation team of all available information related to the standard.

Factors to Consider

"Factors to Consider" will guide evaluation teams in determining the quality of a program's response to each standard. Within the scope of a standard, each factor defines a dimension along which programs vary in quality. To enable an evaluation team to understand a program fully, a college or university may identify additional quality factors, and may show how the program fulfills these added indicators of quality. In determining whether a program fulfills a given standard, the Commission expects the team to consider, in conjunction with each other, all of the quality factors related to that standard. In considering the several quality factors for a standard, excellence on one factor compensates for less attention to another indicator by the institution.

Category I

Institutional Resources and Coordination

Standard 1

Program Design, Rationale and Coordination

Each program of professional preparation is coordinated effectively in accordance with a cohesive design that has a cogent rationale.

Rationale

To be well prepared as teachers, administrators, counselors, or other education service personnel, candidates need to experience programs that are designed cohesively on the basis of a sound rationale that makes sense, and that are coordinated effectively in keeping with their intended designs.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• The program has an organizational structure that forms a logical sequence among the instructional components and that provides for coordination of the administrative components of the program, such as admission, advisement, candidate assessment, and program evaluation.

• There is effective coordination between the program's faculty and staff, between the education unit and other academic departments on campus, and between the institution, local districts and schools where candidates pursue field experiences.

• The overall design of the program is consistent with a stated rationale that has a sound theoretical and scholarly basis, and is relevant to the contemporary conditions of schooling (such as recent demographic changes).

• The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 2

Institutional Attention to the Program

The institution gives ongoing attention to the effective operation of each program, and resolves each program's administrative needs promptly.

Rationale

The quality and effectiveness of a program depends in part on the attentiveness of institutional authorities to the program's governance, effectiveness and needs, which can suffer from institutional neglect.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Administrators of the institutions support the goals and purposes of the program, the program coordinator is included in appropriate institutional decision-making bodies, and the actual administrative needs of the program are resolved promptly.

- The institutions have effective procedures to quickly resolve grievances and appeals by faculty, students and staff.

- The program meets other factors related to this standard of quality that are brought to the attention of the team by the institution.

Standard 3

Resources Allocated to the Program

The institution annually allocates sufficient resources to enable each program to fulfill the needs of the program in terms of Coordination, Admissions, Field Experiences, and the Development of Candidate Competence.

Rationale

A program's resources affect its quality and effectiveness. If resources are insufficient, it is neither realistic nor reasonable to expect its staff or students to achieve high standards of quality or competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- Adequate personnel resources are equitably provided to staff the program, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors to maintain an effective program.

- The program's faculty, staff, and candidates have access to appropriate buildings, classrooms, offices, study areas, furniture, equipment, library services, and instructional materials.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 4

Qualifications of Faculty

Qualified persons teach all courses and supervise all field experiences in each program of professional preparation.

Rationale

The qualifications of a course instructor or field supervisor may assume many forms, and be derived from diverse sources. For candidates to have legitimate learning opportunities, courses and field experiences must be taught and supervised by qualified persons.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• Each faculty member who teaches courses or supervises field experiences in the program has an appropriate background of advanced study and professional experience that are directly related to his/her assignment(s) in the program.

• Each faculty member who teaches courses or supervises field experiences in the program has current knowledge of schools and classrooms that reflect the cultural diversity of society.

• The program has effective affirmative action procedures with established recruitment policies and goals to ensure the equitable hiring of faculty.

• The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

4

Standard 5

Faculty Evaluation and Development

The institution evaluates regularly the quality of courses and field experiences in each program, contributes to faculty development, recognizes and rewards outstanding teaching in the program, and retains in the program only those instructors and supervisors who are consistently effective.

Rationale

For a program to achieve and maintain high levels of quality and effectiveness, courses and field experiences must be assessed periodically, instructors and supervisors must develop professionally, excellent teaching must be recognized and rewarded, and effective instructors and supervisors must be identified and retained in the program.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates all courses and field experiences at regular intervals of time, including surveys of candidates.

- Faculty members use evaluations to improve instruction in the program, and have access to adequate resources for their professional development, including resources to support research, curriculum study and program development.

- The institution recognizes excellence as a teacher, supervisor, and/or advisor in appointing and promoting faculty members who serve in the program.

- The institution follows an equitable procedure for the identification of effective and ineffective course instructors and field supervisors, and removes from the program each instructor and supervisor who has been persistently ineffective.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 6

Program Evaluation and Development

The institution operates a comprehensive, ongoing system of program evaluation and development that involves program participants and local practitioners, and that leads to substantive improvements in each program. The institution provides opportunities for meaningful involvement by diverse community members in program evaluation and development decisions.

Rationale

To achieve high quality and full effectiveness, a program must be evaluated comprehensively and continually by its sponsor and clients. Developmental efforts and substantive improvements must be based on these systematic evaluations.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution evaluates the program systematically on the basis of criteria that are related to the design, rationale, goals and objectives of the program, and to the competence and performance criteria that are used to assess candidates in the program.

- The institution collects information about the program's strengths, weaknesses and needed improvements from all participants in the program, including course instructors, university and district supervisors, the employers of recent graduates, and each cohort of candidates during their enrollment and following their completion of the program.

- Improvements in all components of the program are based on the results of program evaluation, the implications of new knowledge about teaching and schooling as it relates to the credential area, and the identified needs of schools and districts in the local service region.

- The opportunities for involvement by persons who represent the diversity of the community in program evaluation and development that are meaningful and substantive.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

6

Category II

Admission and Candidate Services

Standard 7

Admission of Candidates: Academic Qualifications

As a group, candidates admitted into the program each year have attained a level of academic qualifications, using one or more indicators, equivalent to or higher than candidates admitted to other post-baccalaureate programs offered by the institution.

Rationale

The academic qualifications of credential candidates influence the quality and effectiveness of the program and (eventually) the profession, so each group of candidates should attain at a level of academic qualifications equivalent to or higher than candidates admitted to otherpost-baccalaureate programs at the institution.

Factors to Consider

When an evaluation team judges whether a program meets   this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple measures to define academic achievement.

- The program's recruitment and admission policies and practices reflect a commitment to achieve a balanced representation of the population by sex, race, ethnicity and handicapping conditions.

- The institution maintains records of all post-baccalaureate admissions and the programs uses these in making admission decisions.

- Evidence is available to the team that the program consistently adheres to this policy.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 8

Admission of Candidates:
Prior Experience and Personal Qualifications

Before admitting candidates into the program, the institution determines that each individual has personal qualities and prior experiences that suggest a strong potential for professional success and effectiveness in the specialist or service area.

Rationale

Academic qualifications are not sufficient factors for program admissions, because of the uniquely human character of the education profession. Each candidate for a specialist or services credential must also bring appropriate personal characteristics and experiences to the program, so the program can build on human qualities that are essential for effective service in the credential area.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution uses multiple procedures for determining each applicant's personal qualities and prior experiences, for example, personal interviews with candidates and written evaluations of candidates' experiences with children and youth and other relevant experiences.

- The program's admissions criteria consider the candidates' sensitivity to (and interest in) the needs of children and youth, with special consideration for sensitivity to students from diverse ethnic, cultural and socio-economic backgrounds.

  The program's admissions criteria require the candidate to have prior experiences in which suitability for the specialist or service area is demonstrated.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

8

Standard 9

Availability of Program Information

The institution informs each candidate in the program about (a) all requirements, standards and procedures that affect candidates' progress toward certification, and (b) all individuals, committees and offices that are responsible for operating each program component.

Rationale

To make adequate progress toward professional competence and certification, candidates must receive information about the applicable policies and requirements.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

•   Each candidate is informed in writing, early in the program about: (1) the program's prerequisites and goals; (2) program coursework and fieldwork requirements; (3) the legal requirements for certification; and (4) specific standards and deadlines for making satisfactory progress in the program.

•   Each candidate is informed in writing, early in the program, about: (1) advisement services, assessment criteria and candidate appeal procedures; (2) individuals who are responsible for program coordination and advisement and assessment of candidates; and (3) individuals who are responsible for administering student financial aid programs on campus.

•   The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 10

Candidate Advisement and Placement

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development as the need arises, and to assist in their professional placement.

Rationale

Once an educational institution admits a candidate to a professional program, it has an obligation to provide for his or her academic, professional and personal development as the need arises.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• Student services, including academic advisement, professional assessment, personal counseling and career placement services, are provided by qualified individuals (including faculty members of appropriate academic departments) who are assigned those responsibilities and who are sensitive, competent and readily available when candidates need them.

• The institution provides advice regarding the realities and opportunities for entry into different areas of professional service, and assists each candidate in the pursuit of employment upon completion of the program.

• Student counseling, advisement, assessment, and career planning and placement services are provided equitably to all candidates in the program.

• The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Standard 11

Candidate Assistance and Retention

The institution identifies and assists candidates who need academic, professional or personal assistance. The institution retains only those candidates who are likely to attain the necessary skills and knowledge to practice in a specialist or service credential area.

Rationale for Standard 11

An institution that prepares candidates for Specialist and Services Credentials has an obligation to attempt to retain promising candidates who experience difficulties during professional preparation. Conversely, the institution has an obligation to public schools to dismiss candidates who are unsuited to professional practice.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

- The institution provides special opportunities for students who need academic, professional or personal assistance, provides information to all candidates about these opportunities, consults with candidates about the nature of the necessary assistance, and provides legitimate opportunities for candidates to comment prior to taking adverse actions against them.

- The institution reviews each candidate's competence at designated checkpoints, informs candidates of their strengths and weaknesses, provides opportunities for corrective learning, places marginal candidates on probation, dismisses candidates who are determined to be unsuited to practice in the credential area and considers candidate appeals.

- The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Category III

**Professional Competencies and Field Experiences
for Specialist and Services Internship Programs**

Institutions of higher education that submit programs for approval must describe the professional competencies and field experiences that candidates in their program are expected to meet. Until standards of program quality are developed for a particular specialist or services credential programs, institutions should continue to use the competency statements that are found in Category B in the *Manual for Developing, Evaluating, and Approving Professional Preparation Programs* for the specific Specialist or Services Credential Program.

Please refer to the appropriate manual for the specific credential requirements and provide a description of how the program addresses each professional competence and field experience requirement following the response to Standard 12.

Standard 12

Determination of Candidate Competence

Prior to recommending each candidate for a Specialist or Services Credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one district supervisor and one institutional supervisor, that the candidate has satisfied each professional competence.

Rationale

If the completion of a professional preparation program is to constitute a mark of professional competence, as the law suggests, responsible members of the program staff must carefully and systematically document and determine that the candidate has fulfilled the standards of professional competence.

Factors to Consider

When an evaluation team judges whether a program meets this standard, the Commission expects the team to consider the extent to which:

• There is a systematic summative assessment by at least one district supervisor and one institutional supervisor of each candidate's performance that encompasses the skills and knowledge necessary for professional competence, and that is based on documented procedures or instruments that are clear, fair, and effective.

• One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

• The program meets other factors related to this standard of quality brought to the attention of the team by the institution.

Preconditions Established by the Commission

Pursuant to Education Code Section 44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

(1)   To be granted preliminary approval or continued approval by the Commission as a program of professional preparation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges, and (b) grants baccalaureate academic credit or post-baccalaureate academic credit, or both.

(2)   To be granted preliminary approval or continued approval by the Commission, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender considerations or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(3)   To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include a demonstration of the need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

(4)   To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

(5)   To be granted preliminary approval by the Commission as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the commission, and (b) include assurances that (b1) the institution will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within four years of the initial enrollment of candidates in the program, and (b2) that the institution will respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

(6)   To be granted continued approval by the Commission as a program of professional preparation, the institution must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Preconditions Established by State Law

(7)   Each faculty member who regularly teaches one or more courses relating to instructional methods in a program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in an Administrative Services Credential Program, shall actively participate in public elementary or secondary schools at least once every three academic years. Statutory basis: Education Code Section 44227.5(b).

(8)   A college or university that operates a program of professional preparation for teaching or Services Credentials shall require each California resident who applies for program admission to take the California Basic Educational Skills Test. The institution shall require each out-of-state applicant to take this test no later than the second available administration date following the applicant's enrollment in the program. In either case, the institution shall use the results of the test to ensure that each admitted candidate receives appropriate academic assistance to prepare the candidate pass the test. Statutory basis: Education Code Section 44252(f). Health Services Credentials are exempted from this requirement. Education Code Section 44252(b)(6).

(9)   A college or university that operates a program of professional preparation shall not allow a candidate to assume field experience responsibilities until the candidate obtains a certificate of clearance from the Commission which verifies the candidate's personal identification. Statutory basis: Education Code Section 44320(b).

Early Childhood Specialist Credential Program (1992)

Institution   California State University Fresno

Date of initial review   February 2012

Subsequent dates of review

General Comments:

	Early Childhood Specialist Credential Program Standards
*Status	**Standard**
Preliminarily Aligned	**Standard 1: Program Design, Rationale, and Coordination** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 2: Institutional Attention to the Program** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
More Information Needed	**Standard 3: Resources Allocated to the Program** *Questions, Comments, Additional Information Needed:* In what way is the Fansler organization connected to CSUF and to the "Resources" standard? Please provide more information about this organization.
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 4: Qualifications of Faculty** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 5: Faculty Evaluation and Development** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 6: Program Evaluation and Development** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 7: Admission of Candidates: Academic Qualification** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 8: Admission of Candidates: Prior Experience and Qualifications** *Questions, Comments, Additional Information Needed:*
	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.

Early Childhood Specialist Credential Program Standards

*Status	Standard
Preliminarily Aligned	**Standard 9: Availability of Program Information** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 10: Candidate Advisement and Placement** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
Preliminarily Aligned	**Standard 11 : Candidate Assistance and Retention** *Questions, Comments, Additional Information Needed:*
	Evidence to be reviewed at the site visit:
More Information Needed	**Standard 12: Determination of Candidate Competence** *Questions, Comments, Additional Information Needed:* On pages 1 and 2 of the program handbook it says: "Practitioners in these credential areas have identified the following skills and knowledge statements as basic competencies essential for entry into the field. Institutions preparing candidates for these credentials shall design their programs for such skills and knowledge required for service in these credential areas." "Programs shall provide a brief response on how each of the following professional competencies is addressed in the coursework and field experiences." While the program has addressed the **Standards of Program Quality and Effectiveness for Teaching Specialist and Services Credential** and has listed the CTC program competencies by number in most syllabi, reviewers did not see specific responses to the CTC fieldwork and candidate competencies as requested by the handbook. A matrix has been provided (see attachment) that demonstrates the match between competencies and field experiences (with an X) to where they are addressed in the course work. We have found that there are places where the program does not address a particular competency. While the handbook (also attached) specifically asks for a "brief response," at this time, please return a completed matrix indicating where the missing competencies will be addressed. These unaddressed competencies should include a brief response about how and in which course they will be addressed.
	Evidence to be reviewed at the site visit: Site team members should follow up on these missing competencies, asking to see syllabi and assignments that address them.

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.

2