



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov

Professional Services Division

November 15, 2011

Lisa Nyberg
Multiple Subject Program Coordinator
CSU Fresno
5005 N. Maple Avenue
Fresno, CA 93740

Dear Ms. Nyberg:

Congratulations! After completing a review of your Program Assessment resubmission for your Multiple Subject program, readers have made a preliminary finding that your program appears to be preliminarily aligned with all program standards. Attached, you will find a copy of the feedback form from this review with revised standard status shown in **purple**. 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.

Within the next two months please submit a final electronic version of your document that incorporates any changes and additions made during the program assessment process. Please refer to PSA 10-12. Submit your document as an email attachment to ProgramAssessment@ctc.ca.gov or on a CD, by mail, to our office as soon as possible. Please note that we cannot accept email attachments larger than 10MB.

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
Administrator of Accreditation

cc: Paul Beare - Dean
James Marshall – Associate Dean

**Commission on Teacher Credentialing
Program Assessment Feedback**

Multiple Subject/Single Subject 2042 Standards (2009)

Institution	CSU Fresno
Date of initial review	March 2011
Subsequent dates of review	September 2011
	November 2012

General Comments:

*Status	Standard
More Information needed More Information Needed Preliminarily Aligned	<p>Standard 1: Program Design <i>Questions, Comments, Additional Information Needed:</i> The standard calls for the internship program to include a preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) delivered in a sustained, intensive and classroom-focused manner, which includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13. What structures are in place to provide the preservice component? The readers need clarification about <u>when</u> interns receive a preservice component prior to becoming the teacher of record since the preservice component is delivered “identical to students in the traditional programs” and <u>how</u> the preservice component includes introductory preparation relative to Standards 4, 7, 8, 11, 12, and 13</p>
	<p>Evidence to be review at the site visit: Please review documentation that verifies each intern completes courses CI 171, LEE 172, EHD 174, CI 175, CI 176, and EHD prior to entering the classroom as the teacher of record and the Internship program.</p>
Preliminarily aligned	<p>Program Standard 2: Communication and Collaboration <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit: Please review documentation that verifies faculty participates in advisories, committees, etc as listed in the narrative.</p>
Preliminarily aligned	<p>Standard 3: Foundational Educational Ideas and Research <i>Questions, Comments, Additional Information Needed:</i></p>
	<p>Evidence to be review at the site visit:</p>
More Information needed Preliminarily Aligned	<p>Standard 4: Relationships between Theory and Practice <i>Questions, Comments, Additional Information Needed:</i> Please provide more information about how the intern delivery model addresses this standard in the specific context of being the teacher of record.</p>
	<p>Evidence to be review at the site visit:</p>
More Information	<p>Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession</p>

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*Status	Standard
<p>needed Preliminarily Aligned</p>	<p>Questions, Comments, Additional Information Needed: The reader understood the contribution of formal instruction; however, more information is needed that describes how coaching, and supervision helps candidates assume the responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience. The readers need more information about how candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers. Please provide description of pre-service component and how it includes introductory preparation related to this standard.</p>
<p>More Information needed Preliminarily Aligned</p>	<p>Evidence to be review at the site visit: Standard 6: Pedagogy and Reflective Practice Questions, Comments, Additional Information Needed: Please describe how the program prepares candidates to learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners.</p>
<p>More Information needed Preliminarily Aligned</p>	<p>Evidence to be review at the site visit: Standard 7A: Multiple Subject Reading, Writing, and Related Language Instruction Questions, Comments, Additional Information Needed: The narrative provides ample information of reading instruction and candidate demonstration of teaching reading; however, the readers need more description of how candidate learn to teach writing and demonstrate instructional delivery of writing.</p>
<p>Preliminarily aligned</p>	<p>Evidence to be review at the site visit: <i>INTERN:</i> Please verify teacher candidates successfully complete LEE 173 and LEE 177 prior to beginning the Internship Program.</p>
<p>More Information needed Preliminarily Aligned</p>	<p>Standard 7B: Single Subject Reading, Writing and Related Language Instruction Questions, Comments, Additional Information Needed: Evidence to be review at the site visit: Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates Questions, Comments, Additional Information Needed: Please describe how teacher candidates who were not Liberal Studies majors learn content-specific strategies that are effective in supporting them to teacher the state-adopted content standards for students in PE and health. Although the narrative indicates this is covered in EDH170, the readers did not find sufficient description.</p>
<p>Preliminarily aligned</p>	<p>Evidence to be review at the site visit: Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates Questions, Comments, Additional Information Needed: None</p>
<p>Preliminarily aligned</p>	<p>Evidence to be review at the site visit: Standard 9: Equity, Diversity and Access to the Curriculum for All Children Questions, Comments, Additional Information Needed:</p>
<p>Preliminarily aligned</p>	<p>Evidence to be review at the site visit: Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning Questions, Comments, Additional Information Needed:</p>

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*Status	Standard
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	Standard 11: Using Technology in the Classroom <i>Questions, Comments, Additional Information Needed:</i> Although the readers find exemplary descriptions of how candidates use technology in instruction, the readers are unable to find how candidates encourage student use of technology in their research, learning activities, and presentations.
	Evidence to be review at the site visit:
Preliminarily aligned	Standard 12: Preparation to Teach English Learners <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be review at the site visit: Please review candidate portfolios or other documents to verify candidates effectively use materials, methods, and strategies so that students acquire listening, speaking, and writing skills in English.
Preliminarily aligned	Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom. <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be review at the site visit:
Preliminarily aligned	Standard 14: Learning to Teach through Supervised Fieldwork <i>Questions, Comments, Additional Information Needed:</i>
	Evidence to be review at the site visit: Please verify teacher candidates successfully complete EHD 50: Introduction to Teaching, EHD 174: Field Study A, and EHD 178: Field Study B and prior to beginning the Internship Program
More Information needed Preliminarily Aligned	Standard 15: Qualifications of Individuals who Provide School Site Support <i>Questions, Comments, Additional Information Needed:</i> The readers were unable to understand how the role of cooperating teacher and how interns receive support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern’s assignment.
	Evidence to be review at the site visit:
More Information needed More Information Needed Preliminarily Aligned	Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations <i>Questions, Comments, Additional Information Needed: INTERN:</i> Please indicate how the preservice component provides candidates with the opportunity to develop the requisite knowledge and skills prior to entering the classroom as the teacher of record and how the preservice component is delivered in a sustained, intensive and classroom-focused manner, and the content of the preservice component includes introductory preparation relative to the TPEs
	The readers need clarification about <u>when</u> interns receive a preservice component prior to becoming the teacher of record since the preservice component is delivered “identical to students in the traditional programs” and <u>how</u> the preservice component includes is delivered in a sustained, intensive and classroom-focused manner.
	Evidence to be review at the site visit: Please review documentation that verifies each intern completes courses CI 171, LEE 172, EHD 174, CI 175, CI 176, and EHD prior to entering the classroom as the teacher of record and the Internship program.

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**Commission on Teacher Credentialing
Program Assessment Feedback**

**Teaching Performance Assessment
Multiple Subject/Single Subject 2042 Standards (2009)**

Institution	CSU Fresno – Multiple Subject
Date of initial review	January 2011
Subsequent dates of review	

General Comments:

*Status	Standard
More information needed	<p>Standard 17: Implementation of the Teaching Performance Assessment (TPA): Program Administration Processes Questions, Comments, Additional Information Needed: Although the program provides performance level descriptors and access to the rubrics, there is no clear statement of an overall passing score (although this was specified in the FAST Manual) or a rationale for the passing score. PSA 10-17: Guiding question 17-3.</p> <p>Evidence to be review at the site visit: Narrative regarding candidate and scorer databases is clear and describes a thorough system for monitoring data. To verify the data management system, the readers request the site team review the Task Stream and Excel candidate databases described, as well as the scorer database.</p>
More information needed	<p>Standard 18: Implementation of the Teaching Performance Assessment (TPA): Candidate Preparation and Support Questions, Comments, Additional Information Needed: While the reviewers did find information in the Manual regarding proper use of references and citations, they did not find any descriptions in the narrative of the way(s) in which the institution assures candidate’s understanding that the tasks must represent their own unaided work. PSA 10-17: Guiding question 18-1c.</p> <p>Evidence to be review at the site visit:</p>
More information needed	<p>Standard 19: Implementation of the Teaching Performance Assessment (TPA): Assessor Qualifications, Training, an Scoring Reliability Questions, Comments, Additional Information Needed: Please explain how the biennial re-calibration of assessors meets the current standard that specifies “at least annual recalibration for all assessors.” PSA 10-17: Guiding question 19-4c.</p> <p>Please explain how the biennial double-scoring of 50% of individual tasks meets the current</p>

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*Status	Standard
	<p>standard. PSA 10-17: Guiding question 19-5</p> <p><i>Equity Analysis and Reliability Report</i> is not in Manual as indicated. Please indicate where it can be found. PSA 10-17: Guiding question 19-4d</p>
	<p>Evidence to be review at the site visit:</p>

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