October 4, 2011

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

Dear Ms. Nyberg:

Thank you for the resubmission of your Program Assessment Document for the Multiple Subject program. You will find an attachment containing the Preliminary Report of Findings from the subsequent review of your document with feedback and the standards' status shown in **green**.

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, 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 (attached) for the preferred method of submitting new information by amending your original document. We ask that you 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 generally emailed out to the readers. If you are unable to email it to us please mail in two flash drives or CDs 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. Below 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. Please note that we cannot accept email attachments that are zipped or larger than 10MB. **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,
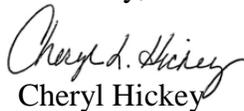
Cheryl Hickey
Administrator of Accreditation

cc: Paul Beare - Dean
         James 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 <u>must be updated</u>. 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 <u>plans</u> 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 <u>actually</u> 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.

<u>Updating the Program Document during Initial Program Review or Program Assessment</u>
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. <u>(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.)</u>

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.

<u>Completing the Review Process and Submitting the Final Document:</u>

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 <u>actually</u> 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

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Commission on Teacher Credentialing
Program Assessment Feedback

Multiple Subject/Single Subject 2042 Standards (2009)

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

General Comments:

*Status	Standard
More Information needed More Information Needed	**Standard 1:** Program Design ***Questions, Comments, Additional Information Needed:*** 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
	Evidence to be review at the site visit:
Preliminarily aligned	**Program Standard 2:** Communication and Collaboration ***Questions, Comments, Additional Information Needed:***
	Evidence to be review at the site visit: Please review documentation that verifies faculty participates in advisories, committees, etc as listed in the narrative.
Preliminarily aligned	**Standard 3:** Foundational Educational Ideas and Research ***Questions, Comments, Additional Information Needed:***
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	**Standard 4:** Relationships between Theory and Practice ***Questions, Comments, Additional Information Needed:*** Please provide more information about how the intern delivery model addresses this standard in the specific context of being the teacher of record.
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	**Standard 5:** Professional Perspectives toward Student Learning and the Teaching Profession ***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

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*Status	Standard
	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.
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	**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.
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	**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.
	Evidence to be review at the site visit: *INTERN:* Please verify teacher candidates successfully complete LEE 173 and LEE 177 prior to beginning the Internship Program.
Preliminarily aligned	**Standard 7B:** Single Subject Reading, Writing and Related Language Instruction *Questions, Comments, Additional Information Needed:*
	Evidence to be review at the site visit:
More Information needed Preliminarily Aligned	**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.
	Evidence to be review at the site visit:
Preliminarily aligned	**Standard 8B:** Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates *Questions, Comments, Additional Information Needed:* None
	Evidence to be review at the site visit:
Preliminarily aligned	**Standard 9:** Equity, Diversity and Access to the Curriculum for All Children *Questions, Comments, Additional Information Needed:*
	Evidence to be review at the site visit:
Preliminarily aligned	**Standard 10:** Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning *Questions, Comments, Additional Information Needed:*
	Evidence to be review at the site visit:
More Information	**Standard 11:** Using Technology in the Classroom *Questions, Comments, Additional Information Needed:* Although the readers find

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needed Preliminarily Aligned	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 ***Questions, Comments, Additional Information Needed:***
	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. ***Questions, Comments, Additional Information Needed:***
	Evidence to be review at the site visit:
Preliminarily aligned	**Standard 14:** Learning to Teach through Supervised Fieldwork ***Questions, Comments, Additional Information Needed:***
	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 ***Questions, Comments, Additional Information Needed:*** 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	**Standard 16:** Learning, Applying, and Reflecting on the Teaching Performance Expectations ***Questions, Comments, Additional Information Needed****: INTERN:* 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:

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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	September 2011

General Comments:

*Status	Standard
More information needed Preliminarily Aligned	**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.
	Evidence to be review at the site visit: Reviewers unable to open FAST Manual and request site team to review. **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.**
More information needed Preliminarily Aligned	**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.
	Evidence to be review at the site visit: Reviewers unable to open FAST Manual and request site team to review.
More information needed	**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

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*Status	Standard
Preliminarily Aligned	specifies "**at least annual recalibration for all assessors**." PSA 10-17: Guiding question 19-4c. Please explain how the biennial double-scoring of 50% of individual tasks meets the current standard. PSA 10-17: Guiding question 19-5 *Equity Analysis and Reliability Report* is not in Manual as indicated. Please indicate where it can be found. PSA 10-17: Guiding question 19-4d
	Evidence to be review at the site visit: Note to CCTC Consultant: PSA 10-17 requires annual double-scoring. The FAST System was approved with biennial scoring per task. Reviewers believe this system is sufficient.

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