

SELF STUDY

for

The MASTER OF ARTS IN EDUCATION

with OPTIONS in

ADMINISTRATION AND SUPERVISION,

CURRICULUM AND INSTRUCTION,

EARLY CHILDHOOD EDUCATION and

READING/LANGUAGE ARTS

in the

KREMEN SCHOOL OF EDUCATION

AND HUMAN DEVELOPMENT

November 2006

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I. Introduction and Overview of the Programs

A. School vision, mission, goals and professional dispositions

The Master of Arts in Education with options in **Administration and Supervision**, **Curriculum and Instruction**, **Early Childhood Education** and **Reading/Language Arts** is housed in the Kremen School of Education and Human Development (KSOEHD). (Throughout this document the terms “option” and “program” are used interchangeably.) The vision, mission, goals and professional dispositions of the KSOEHD follow:

Vision: The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

Mission: The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

Goals:

- To be a model for collaboration with higher education and K-12 colleagues.
- To prepare professionals who are committed to leadership and service in diverse community settings.
- To prepare education professionals who have a command of content knowledge and pedagogy and who continuously strive to improve their practice.
- To integrate performance assessment as a key evaluation technique in each of our programs.
- To support the lifelong development of practicing professionals with services and programs including the doctorate.
- To recruit qualified candidates, who are representative of the diversity in our community, into the fields of education and counseling, beginning with students in the public schools.
- To be a national demonstration site for exemplary practices in education and counseling.
- To be at the cutting edge of the application of best practice models and educational technology.
- To sustain a university work environment that is exemplary in its humanity, ethics, effectiveness and intellectual vitality.
- To secure, through advancement efforts, the supplemental funding needed to provide the margin of excellence for programs and special initiatives.
- To be the higher education partner of choice for the public schools and other relevant institutions of the five counties we serve in the Central Valley.

Professional Dispositions: Both initial and advanced programs are committed to providing leaders who have a command of the content in their field, who will be reflective, collaborative

leaders for our schools, and who are prepared to meet the challenges and opportunities of working with diverse communities. The professional education unit fosters the development of the following professional dispositions among candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities:

Reflection: Candidates develop the dispositional tendency to reflect on their professional practice. Unit programs support the development of this disposition by having candidates regularly reflect on their learning and on their practice.

Critical thinking: Candidates analyze situational contexts, resulting in more informed decision-making. Unit programs provide candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.

Professional ethics: Candidates learn to make well-reasoned ethical judgments. Unit programs foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.

Valuing diversity: Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. Unit programs promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.

Collaboration: Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, program faculty model collaboration in their work with one another and with the larger educational community.

Life-long learning: Candidates demonstrate a commitment to life-long learning about their profession and beyond. Unit programs foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

B. Accreditation

The Dean, faculty and staff of the Kremen School of Education and Human are proud to announce that ALL the programs and credentials in the School have passed their NCATE (national) and CCTC (state) accreditations in the Spring of 2006.

C. Option descriptions

Information on the four options and the departments in which they reside is presented below:

1. Administration and Supervision

The Department of Educational Research and Administration offers a program leading to a Master of Arts degree in Education with an option in **Administration and Supervision**, the Administrative Services Credential and Administrative Internship Credential (Preliminary) and the Administrative Services Credential (Professional). The degree and credential program provides preparation for several career opportunities, including P-12 administration, higher education administration, and other general administration career opportunities or professional positions. As of the Fall Semester of 2006, the Administration and Supervision program has four (4) full-time tenured and tenure-track faculty and 238 students. The Administration and Supervision option is affiliated with the following professional organizations:

American Association School Administrators (AASA)
American Evaluation Association (AEA)
American Educational Research Association (AERA)
Association of California School Administrators (ACSA)
Association for Supervision and Curriculum Development (ASCD)
California Association of Latino Superintendents and Administrators (CALSA)
California Association of Professors of Educational Administration (CAPEA)
California Association for Supervision and Curriculum Development (CASCD)
California Educational Research Association (CERA)
California School Boards Association (CSBA)
Central Valley Educational Leadership Institute (CVELI)
Council of Professors of Instructional Supervision (COPIS)
Latino Educational Issues Roundtable (LEIR)
Kappa Delta Pi
Microsoft K-12 Advisory Council
National Council of Professors of Educational Administration (NCPEA)
Phi Delta Kappa
President's Council for Teacher Education
Springboard Schools
WestEd Board of Directors

2. Curriculum and Instruction

The Department of Curriculum and Instruction (C&I) offers a program leading to a Master of Arts degree in Education with an option in [Curriculum and Instruction](#) ("C&I program"). This program is designed to provide professional and specialized preparation for the candidate interested in acquiring knowledge and skills essential for the design and development of curriculum and related instructional practices. The program enables the student to select and pursue in-depth study in areas such as education technology, mathematics education, science education, social science education, or other specializations related to elementary, middle school, and secondary education. Career opportunities with this degree include curriculum coordinator, teacher on special assignment, mentor teacher, content area or technology specialist, curriculum developer, educational consultant, and education specialist in business or community service.

As of the Fall Semester of 2006, the C&I program currently has 22 tenured or tenure-track faculty who have either taught a graduate course or directed a project or thesis over the past 10 years. Enrollment in the C&I program has fluctuated over the past decade, in part due to the presence or absence of cohorts. There are over 50 C&I student files in the KSOEHD Graduate Office, but the actual number of students who are making progress in the program as of October 2006 is 40. A new tracking system has recently been implemented by the C&I Program Coordinator to document all courses taken by every student in the program and to follow up with them via email or phone call prior to each semester for advice and support in order to help prevent program attrition and support students.

Professional interests of the C&I faculty include (among others) mathematics, science, social studies, educational psychology, reading, educational technology, curriculum, and character

education. Many faculty belong to the leading teacher education organizations, and a number attend the related conferences. These organizations include the following:

- American Association of Colleges of Teacher Education (AACTE)
- American Educational Research Association (AERA)
- Association of Supervision and Curriculum Development (ASCD)
- California Educational Research Association (CERA)

Additional primary organization to which faculty belong include the following (the majority of faculty comprising one particular area are mathematics educators, which explains the relatively heavy representation of organizations in this area):

- Association for Educational Communications and Technology (AECT)
- Association of Mathematics Teacher Educators (AMTE)
- California Association of Mathematics Teacher Educators (CAMTE)
- California League of Middle Schools (CLMS)
- California Mathematics Council (CMC)
- California Reading Association (CRA)
- Computer Using Educators (CUE)
- National Association of Research in Science Teaching (NARST)
- National Council of Supervisors of Mathematics (NCSM)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)
- Society for Information Technology and Teacher Education (SITE)
- SIG/Research in Mathematics Education (SIG/RME)

3. Early Childhood Education

The Early Childhood Education (ECE) graduate program offers course work leading to: 1) the Master's of Arts in Education, ECE Option; and/or 2) California Early Childhood Specialist Credential approved by the Commission on Teacher Credentialing. The ECE Specialist Credential is an additional, advanced credential available only to those already holding a valid California teaching credential. While not required, virtually all ECE Specialist candidates also complete their MA degree during the program.

Two years ago, the MA in Education graduate program eliminated prerequisite education course work. Until that time, the ECE program required 15 units of prerequisite course work in education or child development. With the new requirement that all candidates in NAEYC Advanced Program possess initial ECE certification, we are in the process of making this program change. The requirement will be stated in the catalogue as follows: Applicants "must meet qualifications for ECE Master Teacher Permit (BA/BS degree plus 12 units ECE or Child Development and 3 units supervised ECE fieldwork) or hold a valid teaching credential."

The Master of Arts (MA) in Education with an option in Early Childhood Education (ECE) and the ECE Specialist Program provide specialized advanced preparation for professionals in a variety of settings involving work and leadership activities related to young children and/or their families. Graduates of these advanced programs are ECE professionals prepared to advocate for the best interests of children and families as well as quality ECE programs because candidates:

1) know the content; 2) excel in research-based practices; 3) collaborate and give importance to relationships; 4) model professional ethics and 5) provide constructive leadership and focused advocacy.

The ECE Graduate Program provides students with relevant educational and professional experiences to advance in careers in ECE and related professions and to become leaders in the ECE profession at the local, state and national levels. The developmental emphasis of the ECE Graduate Program is birth through age eight. Students in the ECE Graduate Program represent a cross-section of the ECE field that includes: kindergarten-primary grade teachers, preschool teachers, head start teacher/supervisors, family ECE providers, center and program administrators, educators in human service agencies, infant/toddler caregivers, child life specialists, resource teachers, migrant program educators and others. International students enter the ECE masters or Specialist Program for advanced training because of its coherent philosophy, knowledge base and practice applicable to the education of children the world over.

As of the Fall Semester of 2006, the Early Childhood Education program has five (5) full-time tenured and tenure-track faculty and 49 students. The Early Childhood Education option is affiliated with the following professional organizations:

- National Association for the Education of Young Children (NAEYC)
- North American Reggio Emilia Alliance (NAREA)
- Northern California Reggio Roundtable
- Kappa Delta Pi
- Association for Conflict Resolution

4. Reading/Language Arts

The Department of Literacy and Early Education offers a program leading to a Master of Arts degree in Education with an option in **Reading/Language Arts**, a Reading/Language Arts Specialist Credential and a Reading Certificate. This program is designed to provide professional and specialized preparation for classroom and resource teachers and consultants, diagnosticians and supervisors in reading clinics, schools, and community colleges. It enables graduates to do consulting and editing for publishing companies and to pursue advanced graduate study in universities offering the doctoral degree. Reading and Language Arts graduate courses are designed to help teachers learn how to make curricular decisions about teaching reading and how to meet the needs of students with varying language communication backgrounds. Students pursuing a degree or credential in Reading and Language Arts also learn to inspire other teachers to upgrade the reading/language abilities of students through demonstrations of effective reading strategies. Graduates will be qualified to administer an array of formal and informal diagnostic tests and use a variety of correctional and remedial procedures. They also lead their staff in developing a creative and stimulating environment for growth in reading/language competency. Reading and Language Arts graduate courses are designed to address individual professional development and career goals including classroom teachers, reading consultants, reading resource teachers, reading clinicians, informed administrators and reading coordinators.

As of the Fall Semester of 2006, the Reading/Language Arts program has seven (7) full-time tenured and tenure-track faculty and approximately 100 students. The Reading/Language Arts option is affiliated with the following professional organizations:

National Council for the Teachers of English (NCTE)

International Reading Association (IRA)

National Reading Conference

California Reading Association (CRA)

National Association of Bilingual Educators (NABE)

5. Counseling and Student Services

The Master of Arts in Education formerly had an option in Counseling and Student Services. As of 2003, this option was separated from the MA in Education and developed into a separate master's of science degree program. This degree had a program review in 2005 and is not discussed in this document.

D. Document Organization

This Self Study is organized according to the *Outline for Program Review for Self-Study*. Each program is discussed within each category of the outline and is color coded. All options together in sections IA, IB, ID, II, IIIA1, IIIA2, IIIC, IIID1, IIID2a, IIID2b, IIID3, IIID4a, IIID4b, IVA, IC1, IVC2a, IVC2b, IVC2c, IVC3, IVC4a, and IVC4b. In the remaining sections, each program presents materials individually. Again, the terms “options” and “programs” are used interchangeably. The following color codes will apply to the text of the Self Study and to the Appendices: **Administration and Supervision (Red)**, **Curriculum and Instruction (Blue)**, **Early Childhood Education (Green)** and **Reading/Language Art (Yellow)**.

II. Previous Action Plan or Recommendations from Prior Review

In its response to its last Graduate Program Review in August of 1995, KSOEHD faculty met and agreed to address the following “Future Directions.” Each of these Future Directions is quoted and underscored below, and the actions taken are discussed. It is noted that the last review was done over 10 years ago, and since that time the field of education has changed considerably. These changes are reflected in the current NCATE and CCTC standards and accreditation procedures, and all programs in the KSOEHD passed accreditation as of Spring 2006.

1. Conduct a review of our master’s degree admission policies and procedures with the expressed intent of identifying alternative assessment strategies.

Much of the discussion of admissions policies in the last Program Review centered on requiring the GRE, yet not specifying an admissions cutoff score. The GRE issue is addressed at the university, and not the school level, where it had been decided that the GRE would remain an admissions criteria, although the predictive validity of the GRE is very low or negative (Leitner & Tracz, 1984). The Miller Analogies Test (MAT) could be substituted for the GRE. Other tests related to graduate admissions are the CBEST, TOEFL, and CFAST.

Only within the past month has the Vice President for Academic Affairs requested input from program coordinators campus-wide about suspending the GRE requirement. On November 16, 2006, the KSOEHD Graduate Committee unanimously passed a motion to support the position of suspending the GRE exam.

Since the last Program Review, considerable changes and improvements in the admissions policies have been made. Salient among these changes is a totally online admissions process.

2. Investigate the feasibility of developing new master’s degree options that address emerging needs. Include here are options for:

- a. Professional growth and development of first and second year teachers.
- b. Professional growth for selected international student populations.

The KSOEHD has developed and enrolled students into a new online Master of Arts in Teaching (MAT) degree program. The program is currently in its second year of operation and has more than tripled the number of active cohort members (12 to 39) from the first to the second year.

The KSOEHD is currently in the process of reinstating its Master’s Degree in Bilingual Education. This program will be included in the university catalogue in 2007-08, and students are currently being recruited.

The state of California elected to designate school districts, and not universities, as the providers of induction support programs for first and second year teachers. Some KSOEHD faculty work with school districts to provide these services on a contractual basis.

The climate for international students in the U.S. has changed considerably since 9/11, and our international student enrollments have declined. However, we do have international students enrolled in our online MAT degree program.

3. Promote the establishment of block master's degree and credential programs that are made available at selected area school sites.

A number of cohort master's degree programs have been initiated between our programs and school districts. **Administration and Supervision** has cohorts with Fresno Unified and Clovis Unified School Districts as well as the Chancellor's Fellow Program. **Curriculum and Instruction** had three master's cohorts in Visalia with students from 12 South Valley districts for 8 years. **Reading** has had cohorts with school districts in Kingsburg, Madera, Hanford, Parlier, and Visalia.

4. Examine how we can be more "user friendly" in providing support and assistance to applicants, candidates, and graduates.

KSOEHD faculty and staff have developed a culture of offering services to students that are helpful, including a student online application process, email communications, office hours at convenient evening/weekend times, and courses offerings and advising at remote sites. Faculty have taken pictures of students at district sites and submitted key card applications so those students don't have to come to campus. Admissions tests have been offered in Visalia on weekends for the convenience of South Valley students. Programs offered for cohorts in various outlying community locations are also viewed as "user friendly" because class schedules match times when students are availability and on-campus parking is not needed.

5. Investigate the feasibility of providing a third culminating experience, the comprehensive examination, as a part of the M.A. in Education program.

The faculty has discussed the possibility of offering comprehensive examinations and has decided not to offer them. In contrast, the faculty position is to value research and to support students in producing projects and theses that benefit the schools and the community.

6. Re-examine each program option in terms of its relationship with the vision, mission and conceptual framework of the KSOEHD.

The four options have completed this task in conjunction with the NCATE and CCTC accreditation process (See Conceptual Framework for NACTE and CCTC in Appendix AP-1). The Counseling and Student Services option of the Master's Degree in Education has moved into an independent master's degree.

III. Departmental Description and Evaluation of the Programs

A. Mission and Goals of the Programs

Administration and Supervision

The specific mission of the department of Educational Research and Administration and the Education Administration Program, which are jointly responsible for the Supervision and Administration Option, is, “*to prepare credible and relevant leaders in education.*”

The goals are listed below are derived from the standards for California school administrators that are derived from the standards of the Interstate School Leadership Licensure Consortium (ISLLC) and the standards adopted by the Educational Leadership Constituent Council (ELCC).

1. Shared Vision of Learning
2. Culture of Teaching and Learning
3. Management of the School in the Service of Teaching and Learning
4. Working with Diverse Families and Communities
5. Personal Ethics and Leadership Capacity
6. Political, Social, Economic, Legal and Cultural Understanding

These goals of the program, which are derived from the California Professional Standards for Educational Leaders (CPSELs) are as follows. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by:

1. facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
2. promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4. collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. acting with integrity, fairly, and in an ethical manner.
6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7. participating in fieldwork and/or internships. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills

identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Curriculum and Instruction

The specific mission of the Master of Arts degree in Education, with an option in Curriculum and Instruction, is *“to facilitate the development of curricular and instructional leaders who have the skills and motivation to foster positive change in ethnically and culturally diverse settings, and to promote continuing professional growth.”*

The Curriculum and Instruction (C&I) Option is designed to develop knowledge and skills in the following four major areas: (1) Curriculum, (2) Instructional Strategies, (3) Assessment, and (4) Leadership. The objectives listed below have been identified within each of these four major areas and their goals. Woven throughout these four primary areas are the importance of research-based knowledge, a multicultural perspective, technology as a tool, and professional growth (See Appendix CI-1).

[Note: During the recent NCATE review, programs realigned goals and objectives within the following categories:

1. Content Knowledge (e.g., Objective 3.4),
2. Professional Knowledge, Skills, and Dispositions (PKSD) (e.g., Objective 1.1), and
3. Effects on Student Learning (e.g., Objective 2.2).

Because the vast majority of C&I goals and objectives can be classified as PKSD, the four original categories were left intact to present a clearer picture of the important categories of the goals of the MA in Education–Curriculum and Instruction Option.]

1. Curriculum – The goal is to prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation. Graduates will:
 - 1.1 identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula.
 - 1.2 identify historical and contemporary issues that have implications for curricular selection and change, including, but not limited to, second language learners, developing a global perspective, state and national standards, and “workplace know-how.”
 - 1.3 identify ways technology can facilitate the goals of the curriculum.
2. Instructional Strategies – The goal is to prepare professionals with the and implement effective instructional strategies, including technology. Graduates will:
 - 2.1: use learning and instructional theories and research findings to analyze instructional practices.
 - 2.2: implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.
 - 2.3: develop techniques for utilizing technology as an instructional tool.
 - 2.4: reflect on the consequences of their own philosophy and practices for planning and instruction.

3. Assessment – The goal is to prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction. Graduates will:
 - 3.1: evaluate various forms of research and/or evaluation used to document students’ learning, teaching effectiveness, curricula, and programs.
 - 3.2: develop tools to assess students’ content knowledge and attitudes, and evaluate instructional practices or programs, recognizing the biases within different forms of assessment.
 - 3.3: utilize technology to assist in the assessment of teaching and learning.
 - 3.4: be skilled in the design and execution of educational research, including the use of statistical techniques in appropriately analyzing data.
4. Leadership – The goal is to foster the skills and dispositions necessary to become educational leaders. Graduates will:
 - 4.1: communicate research-based arguments for educational issues, policies, or research design.
 - 4.2: become advocates for educational reforms that meet the needs of all students.
 - 4.3: assume leadership roles and utilize resources in their professional community.

Early Childhood Education

The specific mission of the ECE advanced program is “*to empower ECE teacher leaders and ECE program leaders to positively affect children’s and families’ lives and learning.*” This program aims “*to create leaders who are ethical, competent professionals current in the ECE field and advocates for quality ECE.*”

The specific goals of the ECE program are to develop literate, competent ECE teacher leaders and ECE program leaders who utilize theory, research, and ongoing assessment when making instructional decisions. During their studies in the ECE emphasis in the Multiple Subject Program, future teachers become caring and ethical professionals, guided by their knowledge of culturally and developmentally appropriate practices. ECE leaders address the needs of their culturally diverse learners respectfully and responsively. Further, in the course of their ECE program, students develop interprofessional skills necessary to becoming ECE leaders in both the educational community and in the community at large.

The ECE Graduate Program is a learning community committed to developing collaborative leaders who:

1. Demonstrate knowledge, skills and dispositions that promote development and learning.
2. Build strong relationships with families and communities.
3. Integrate various perspectives to create quality early education for all children.
4. Are responsive to ethnic, cultural and linguistic diversity.
5. Apply current ECE research to issues of practice.
6. Utilize a variety of inquiry methods and the latest technology.
7. Engage in reflection, documentation, self-assessment and life-long learning.
8. Advocate for children, families and the profession.

Through their course work, ECE graduates meet the comprehensive core standards and master the essential professional tools for advanced ECE programs identified by the National Association for the Education of Young Children (NAEYC).

The standards are:

Standard 1: Promoting Child Development and Learning.

Standard 2: Building Family and Community Relationships.

Standard 3: Observing, Documenting and Assessing to Support Young Children and Families.

Standard 4: Teaching and Learning.

Standard 5: Growing as a professional.

The nine Essential ECE Professional Tools are:

1. Cultural Competence.
2. Knowledge and Application of Ethical Principles.
3. Communication Skills.
4. Mastery of Relevant Theory and Research.
5. Skills in Identifying and Using Professional Resources.
6. Inquiry Skills and Knowledge of Research Methods.
7. Skills in Collaborating, Teaching, and Mentoring.
8. Advocacy Skills.
9. Leadership Skills.

Reading

The Reading/Language Arts Program provides specialized preparation for classroom and resource teachers, for reading and language development specialists, and for clinic and curriculum supervisors. Its mission is “*to improve the literacy instruction in K-12 schools.*”

The Reading/Language Arts Program offers a Master of Arts Degree in Education with a Reading/Language Arts Option as well as a Reading/Language Arts Specialist Credential. The program provides specialized preparation for classroom and resource teachers, for reading and language development specialists, and for clinic and curriculum supervisors. More specifically, the program prepares literacy leaders who have a strong theoretical foundation, possess knowledge and capacity to apply a range of assessment and instructional strategies, perform teacher action research, and reflect commitment to the democratic ideal of enabling all students to achieve their literacy potential

The Learning Goals and Objectives in Reading are:

1. To provide students with Knowledge and Beliefs about Reading which includes developing a philosophy of reading instruction and an understanding of the reading process. Graduates of the Reading/Language Arts program will be able to:
 - 1.1 teach reading as a process rather than as a discrete series of skills.

- 1.2 use a wide variety of print throughout the curriculum, including high quality children's/adolescent literature and diverse expository materials appropriate to the age and developmental level of the learners.
 - 1.3 embed reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks.
 - 1.4 perceive reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation.
2. To develop students' ability to Integrate Instruction and Assessment, which includes teaching word recognition, vocabulary development and reading comprehension strategies, critical literacy and assessing student performance and progress. The professors and students will seek to learn and develop these skills through active participation in service that is conducted in and meets the needs of a community. Graduates of the Reading/Language Arts program will be able to:
 - 2.1 teach word recognition through the use of context, word analysis, and syntactic cueing strategies.
 - 2.2 employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.
 - 2.3 provide direct instruction and model when and how to use multiple comprehension strategies and critical literacy.
 - 2.4 employ strategies to encourage and motivate students to pursue and respond to reading and writing for personal growth and fulfillment.
 - 2.5 develop and conduct assessments that involve multiple indicators of learner progress.
 - 2.6 recognize patterns of language and literacy development exhibited by learners.
 - 2.7 plan and implement instruction which meets the specific needs of children in individual, small group, and whole class settings.
 - 2.8 adapt assessment and instructional materials and procedures to meet the needs of culturally and linguistically diverse learners.
 3. To develop students' ability to Organize and Enhance a Reading Program, which includes creating a literate environment, analyzing literacy-related research, and communicating information about reading to various groups and incorporating service learning opportunities. Graduates of the Reading/Language Arts program will be able to:
 - 3.1 create a literate environment that fosters interest and growth in all aspects of literacy in a classroom and/or school.
 - 3.2 use texts and trade books to stimulate the interest and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth.
 - 3.3 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes.
 - 3.4 initiate, participate in or apply literacy-related research including but not limited to teacher action research.
 - 3.5 interpret research findings related to language and literacy development.
 - 3.6 communicate research findings and assessment data to administrators, staff members, and parents.

3.7 communicate with students about their strengths, areas for improvement, and ways to achieve improvement.

3.8 involve parents in cooperative efforts and programs to support students' reading and writing development.

3.9 use technology to educate and communicate with teachers and students.

1. Alignment of the Program and the University's Missions and Goals

The programs' goals and objectives enumerated above are consistent with the University's priorities and goals as identified in the Plan for Excellence II, which encourage developing an engaged student community with graduates who value lifelong learning, communicate effectively, value freedom of expression, and are concerned about the welfare of others and society. The university also values community partnerships and alliances, supporting graduate programs targeted to the needs of the community, and supporting research.

2. Alignment of the Program and the College/School Goals

The programs' missions and goals are highly consistent with the school mission and are realized through an active agenda of teaching, scholarship and service.

3. Reflection of Any Recent Changes in the Discipline

Administration and Supervision

While the program has consistently sought to be engaged with the local schools and community, the level and intensity of engagement has increased in recent years. Increased accountability in local school districts has necessitated changes in the manner in which courses and fieldwork are designed and delivered. Standards, adopted by the California Commission for Teacher Credentialing for administrative credentialing programs have been incorporated into all courses and fieldwork. Course and fieldwork activities are now aligned to these standards.

Curriculum and Instruction

During the period covered by this review, the Curriculum and Instruction Option was actively involved in developing district-based academic cohorts based on regional needs and in promoting high quality student research, as well as student/faculty research partnerships. Since the last program review, California adopted academic content standards in all areas and adopted standards-aligned textbooks and assessments. These developments necessitated an adaptation in the focus in a number of courses covering curriculum, instruction, and assessment issues/topics.

Early Childhood Education

The ECE Graduate Program is responsive to new trends in the field. Content in the courses has been revised and expanded to include: NAEYC's Early Learning Standards, increased emphasis on infant and toddler early education, programs and services for inclusion of children with special needs, early intervention and developing multiple literacies.

Reading

The four new shifts in our field including teacher action research, critical literacy, service learning, and a focus on technology as a tool for literacy learning, are being integrated into the reading courses as faculty develop each of the graduate courses.

B. Effectiveness of the Instructional Program

1. Student Learning Outcomes as Developed in the Program's Student Outcomes Assessment Plan (SOAP)

Administration and Supervision

A graphic of the Administration and Supervision sequence of coursework appears in Appendix AS-1. Student learning outcomes for candidates in the Administration and Supervision Option are measured in the following areas: a) Content knowledge, b) Professional knowledge and skills, c) Dispositions, and d) Student learning. The Student Outcomes Assessment Plan (SOAP), which was revised in 2005, has provided valuable information to our faculty in these areas (Appendix AS-2). A graphic of the various assessments is included in Appendix AS-3 and the timeline for modifications is in Appendix AS-4.

a) Content Knowledge

Content knowledge for preparation of educational leaders undergoes ongoing assessment during the candidate's program. The Leadership Portfolio, which was instituted in the Fall 2005 semester is being used both as a formative and summative assessment of candidates in education administration. Student work and activities are assessed in each course and selected samples will be presented by the candidate to their own district superintendent, site supervisor, and university supervisor during the final course of the program. The first cohort of students will undergo a summative assessment during the Spring 2007 semester. Appendix AS-5 contains an overview of the activities involved in the Leadership Portfolio. Based on data obtained from the assessment of the first cohort of students completing the Leadership Portfolio, changes will be made as needed to the process.

Additionally, a survey is sent to a random sample of graduates from the program each year, as well as a separate survey sent to all district superintendents that employ these graduates. The data from these surveys assists the program in making necessary changes to meet the needs of the students and schools served by the program. Appendix AS-6 contains a summary of the survey responses from graduates and Appendix AS-7 contains a summary of the survey responses from the district superintendents. Changes made to the program as a result of the data analyses include change of instructor and focus of the curriculum course, replacement of the psychology course with a program evaluation course, incorporation of coaching techniques, and a strong component dealing with equity issues. See Appendices AS-6 and AS-7 for further details.

This semester, the department and program faculty is developing a rubric to be used in assessing all Master's Degree thesis and projects. The rubric should be ready by the spring semester of 2007, and aggregated data from the rubric will be used to assess candidate content knowledge.

b) Professional Knowledge and Skills

Professional knowledge and skills are assessed by the candidate and the site supervisor and reviewed by the university supervisor during the two-semester administrative fieldwork phase of the candidate's preparation program. Pre-assessment and Post-assessment by competency by both the candidate and site supervisor takes place prior to and at the end of the fieldwork. Plans for administrative fieldwork are made as a result of the pre-assessment data. Post-assessment data is reviewed to provide a plan for ongoing professional growth of the candidate. Appendix AS-8 contains a summary of data and changes made to the fieldwork and coursework as a result of the data analysis.

As mentioned above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

c) Dispositions

Candidate dispositions have been assessed and the assessment instrument will become a regular part of the Student Outcomes Assessment Plan in the future. Appendix AS-9 contains the results of the assessment of school-adopted candidate dispositions.

As mentioned in the sections above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

d) Student learning

Assessment of candidates in the Administration and Supervision Option is integrated in several of the assessment instruments already discussed. While reflection upon student learning takes place in all facets of course and fieldwork, the Leadership Portfolio serves as an additional tool to provide formative feedback and a summative assessment of this all-important aspect of the preparation of educational leaders. Additionally, the administrative fieldwork is assessed prior to, during, and at the end of the two semesters of the preparation program.

As mentioned in the sections above, the overall preparation of candidates is also assessed by means of a survey to a random selection of graduates and to all district superintendents on an annual basis (Appendices AS-6 and AS-7).

Curriculum and Instruction

During the period following SOAP approval, the C&I Option has (a) effectively implemented a new Graduate Writing Requirement (GWR) policy associated primarily with CI 250 (See

Appendices CI-3 and CI-4), (b) developed more specific project (CI 298) guidelines, and (c) refined the "Analysis of Classroom Teaching" assignment used in CI 275 (Appendix CI-5). In addition, an alumni survey was developed and administered in Summer/Fall 1999. The survey appears in Appendix CI-6, and the results are contained in Appendix CI-7.

The scoring rubric (Appendix CI-4) developed to assess the GWR has been adapted for use in numerous departments and has served the program well in assessing the academic writing of the students. In addition, the evaluation process has worked well, with students who do not pass the GWR on the first attempt (as determined by their instructor and/or the GWR Review Committee) being given opportunities for remediation, mentoring, and resubmission (sometimes in subsequent courses). With this support, all students have eventually passed the GWR, either within CI 250, CI 210, CI 275, or CI 285.

The C&I Option faculty met to refine and clarify the project guidelines, resulting in more consistency of expectations among faculty who advise students in CI 298. Because the guidelines parallel closely those of thesis preparation, the quality of most projects has been high.

The "Analysis of Classroom Teaching" assignment (Appendix CI-5) and scoring rubric were developed, refined, and implemented after our SOAP was approved. There are two goals for this assignment. The first is to help students understand how to successfully implement effective instructional strategies when working with students from diverse populations. The second is to give them practice in systematically recording classroom observations so they can be used for reflective thinking and decision-making. This assignment was given in two sections of CI 275 during Spring 2004 and during one section each in Spring 2005 and Spring 2006. Based on the results during Spring 2004, modifications were made in the scaffolding provided in helping students be successful in this challenging assignment. As a result, students in the Spring 2005 group reported they were excited about their work and felt that completing this action research project was an excellent learning opportunity. Hence, the assignment (and scaffolding experiences) will continue to be implemented and refined.

Early Childhood Education

In 2001, the ECE Graduate Program submitted and had approved its "Standards-Based Outcomes Assessment Plan," (SOAP) consisting of program standards, assessments, course matrices and a timeline for administration (See Appendix ECE-1). In 2001-2002, the ECE Graduate faculty began regular meetings to review and revise program standards and construct a series of assessments aligned to the standards that would provide valid, reliable and complete data of our students' learning and growth during the program and as a final measure of student competence in standards of performance. The resulting program revisions and assessments began to be implemented in 2002-2003.

The resulting program revisions and assessments began to be implemented in 2002-2003. That year, the faculty met as a whole and engaged in a systematic review and analysis of student data from the project and thesis assessment. The results of data analysis led to these findings:

- a) Content Knowledge (See Appendices ECE-2 and ECE-3)
 - Consistent evidence of mastery of content knowledge and research in ECE.
 - Analytic score results for final projects over the last five years, revealed that “review of the literature” was at a high level, the project activities in some cases but were weak in the application of knowledge and research to ECE issues.

- b) Knowledge, Skills and Dispositions (See Appendices ECE-4, ECE-5 and ECE-7)
 - Fieldwork was designed mainly for ECE teachers in classrooms. Other ECE field settings were not being utilized.
 - Many students were frustrated by the amount of paperwork and had to extend to another semester to complete work.
 - Because students were enrolled in the beginning, midpoint and end of the program, communication, purpose and leadership of fieldwork aspects were problematic.
 - ECE program did not have an emphasis on ethical dimensions of professional work.
 - Many important areas of leadership were not addressed by students in the fieldwork or final project.

- c) Effects on Student Learning (See Appendices ECE-6)
 - The fieldwork requirements and assignments lacked coherence and did not focus on advanced standards.
 - While professional knowledge, skills and dispositions were covered in the program, there was a lack of multiple opportunities for students to repeatedly provide evidence of effects on student learning and show growth in this area.

As part of the program, candidates must also meet a graduate writing requirement. In the ECE program, this critical assessment is made in LEE 235: Concept Development in ECE. The ECE Program has developed a unique set of program assessments that monitor the progress of candidates through a spiraling series of steps toward competence as an ECE Leader. During the program, seven assessments are made of students that respond directly to NAEYC Core Standards for Advanced Programs and the Essential Professional Tools. Assessment is an ongoing process in the ECE Graduate Program and begins at the initial interview of a prospective program applicant. As part of SOAP, the Alumni and Employer Survey are required by the unit as a post-program assessment.

The follow are recommendations for program actions:

- Reframe fieldwork to meet diverse needs and interests of ECE graduate students and address standards and professional tools more directly.
- Provide placements in ECE settings outside traditional classrooms—agencies, home-based services, etc.
- Require that fieldwork be taken in second year just prior to final project.
- Strengthen focus on advocacy and significant leadership.
- Add ethics development to courses and assess growth.
- Provide more individualized fieldwork studies based on self-assessment.
- Use fieldwork experience as a basis for identifying a final project topic that relates to significant issues in ECE practice and student learning.

- Provide ongoing mentoring and peer support by assigning groups of graduate students based on interests and specialization to a faculty adviser who works with them from the beginning of the program through the final project.
- Create a leadership orientation to the program by offering specializations: ECE Teacher Leader, ECE Program Leader
- Develop DAP Charter School Project to encourage collaboration, commitment to exemplary practices and change. Require more evidence of effects on student performance, competency and leadership in DAP.
- Encourage development of projects that emerge from field studies, linking together fieldwork and project experience.
- Have the second year focus on collaborative inquiry, leadership and advocacy in the field using plan below:
- Have students meet monthly as a group with their adviser who supervises both their fieldwork and final project.
- During a two-hour meeting in the morning, students dialogue on field work and in a two hour meeting in the afternoon, students dialogue on final projects and theses.
- Both groups have lunch together and are also encouraged to stay for both meetings.
- These meetings foster exchange of ideas, articles and resources, suggest ideas for possible projects, help refine questions and assist students in timely completion of these large assignments.

Reading

With the retirement or departure of six faculty in the past three years and the hiring of five new faculty, the reading program is in the process of reestablishing goals and common understandings for each of the courses and assessments in the program. Two more positions are being searched for this year, including a chair.

Given the framework of the courses (See Sequence of Courses, Appendix RD-1), the assessments outlined in our previous SOAP were revised and are being used to assess student work and community satisfaction with the effectiveness of the Reading Program. Rubrics for each course needed focus and specificity to improve the assessment and guide students to higher levels of competence. The Community Survey, while specific and thorough, was so long that few educators were willing to fill it out. A shorter online survey was developed and is being used to generate feedback on the literacy needs of schools. In addition a new timeline (See Schedule, Appendix RD-2) has been developed to create a new vision reflecting the updated areas of literacy instruction such as critical literacy, service learning, and integration of technology, the new timeline reflects needs of students, schools, and alumni. In 2006-2007, the reading program sent out the newly developed survey (See Appendix 10), not only for employers and community members, but also for current master's candidates and those who chose not to continue the program.

In 2007-2008, a meaningful evaluation of three fieldwork classes will be revised with a Matrix of Experiences. Also, critical literacy and the use of technology will be integrated into all the classes. Increased emphasis in the field on the use of research has necessitated the revision of courses in 2008 to 2010 to integrate the use of research consistently. Finally in response to a

need for increased attention to research, specific goals, a timetable, and expectations for the culminating Project/Thesis will be outlined in a syllabus written for those courses.

Below is a list of all the assessments the Reading Program is using and/or developing:

- Application for masters degree including:
 - GRE/MAT scores
 - Assessment of credential
 - Grades from last 60 credits
- LEE213 Theory to Practice paper (See Appendix RD-3)
- LEE213 Research paper (See Appendix RD-4)
- LEE278 Theoretical Comparison Paper (See Appendix RD-5)
- LEE 224 Case Study of a student (See Appendix RD-6)
- LEE214 Presentation of an Analysis of a Children’s Author (See Appendix RD-7)
- LEE230 Matrix of Field Experiences (See Appendix RD-8)
- LEE234 Matrix of Field Experiences (See Appendix RD-8)
- LEE244 Review of Literature See Appendix RD-9)
- LEE254 Matrix of Field Experiences (See Appendix RD-8)
- LEE298 Project or LEE299 Thesis
- Exit Survey

2. Curriculum

a. Structure/Coherence of Instructional Program

The inclusive programmatic aspect of all four options consists of a set of core courses in which all of the students in the Master’s Degree in Education participate. These courses focus on research and application:

ERA 220	Research in Education – 3 units, and
ERA 288	Measurement and Program Evaluation – 3 units or
C&I 285	Advanced Educational Research – 3 units, and
Dept. 298	Project or
Dept. 299	Thesis.

A core research faculty teach most of these courses (220, 285 and 288), but they are also staffed by faculty from all four options. Three units of graduate level statistics (ERA 153) is a prerequisite for ERA 220.

Administration and Supervision

The Administration and Supervision Option underwent major changes recently as a result of modifying the program to meet the needs of the school districts in our area and new standards set forth by NCATE and the state accrediting agency. The program has incorporated a standards-based format for all courses and fieldwork and changes have been made in specific courses and the fieldwork as a result of outcomes assessment, as explained in the previous section.

Enrollment in the program has increased dramatically over the past three years and two new cohorts are being added this year with individual school districts. The increased participation and membership of the Superintendents' Advisory Committee which has increased in number by approximately 50% in the past three years is yet another measure of the success of the program.

The program is a cohort model developed around instructional leadership comprised of the following courses: (Please see Appendix AS-1 for a graphic of the program design.)

Semester 1

- ERA 288 Measurement and Program Evaluation (3 units) or C&I 285 Advanced Educational Psychology
EAD 261 * Introduction to Educational Organizations (3 units)

Semester 2

- EAD 262 * Educational Leadership (3 units)
EAD 272 Seminar in Advanced Curriculum Evaluation and Development (3 units)
EAD 267 Education Administration Fieldwork I (3 unit) (120 hours of supervised administrative practice on-site to introduce required competencies.)

Semester 3

- EAD 263 Seminar in Instructional Supervision (3 unit)
ERA 220 Research in Education (3 unit) (Prerequisite: ERA 153 Educational Statistics)
EAD 268 Education Administration Fieldwork II (3 units) (120 hours of supervised administrative practice on-site to complete required competencies.)

Semester 4

- EAD 269 Site-Based Leadership (3 units)
EAD 298 or Master's Thesis or
EAD 299 Project (4 units)

* Two course writing requirement (EAD 261 and 262)
Total units in Master of Arts Degree Program = 31

Curriculum and Instruction

The 30-unit C&I Option offers the most flexible graduate program in the KSOEHD, offering students 14 elective units. This is both a program strength and a challenge. With relatively modest numbers of students in the program, supporting a variety of elective courses is difficult. Filling the few electives that are offered is challenging. To address this problem and also to adapt the program to regional needs, a focus has been placed on developing C&I cohorts. In 1998, 2000, and 2003, cohorts of 15-22 students each were established in Visalia. The academic focus of these cohorts was grades K-7 mathematics education. Nearly 100% of the courses were delivered by Fresno State faculty at district office, county office, or school sites in Visalia, drawing teachers from numerous districts throughout the South Valley. Students in the cohorts developed a strong sense of community and received support and advisement via a listserv, a

Yahoo! Group, and faculty office hours in Visalia. One received the Graduate Dean's Medal for the KSOEHD and two received the Outstanding Thesis Award (KSOEHD). Several have presented at major conferences and one received a CSU-wide award for her research. Several have also received Graduate Student Research Awards to support their project/thesis research and at least three plan to pursue a doctorate emphasizing mathematics education. These students were all advised by the Cohort Coordinator (currently the C&I Coordinator), whose NSF grant and subsequent research programs supported cohort members both fiscally and with research projects. In Spring 2005, 14 of the cohort members attended the National Council of Teachers of Mathematics Annual Conference in Anaheim, a significant professional step for the graduate students.

In 2001, faculty developed courses for a focus area in Accomplished Teaching and offered them to a cohort of students. This semester (Fall 2006), a new cohort of 12 students has matriculated into the program and will take the majority of courses together. Another cohort to matriculate in Fall 2007 is currently being recruited. This helps to assure adequate enrollment in graduate courses so that the courses aren't cancelled. In all, nine new C&I courses have been developed and offered during this decade to meet the needs of students.

The third Visalia-based C&I cohort was offered through Special Sessions following a year-long university approval process by the Cohort Coordinator. This was required by the KSOEHD in order to ascertain that courses in the C&I program would not be cancelled due to low (i.e., 18 or fewer students) enrollment. Thus, the MA in Education (C&I Option) program now has an approved parallel program through the Division of Continuing and Global Education as an alternative in case similar FTE concerns arise again.

In the past five years, graduates of the C&I program or the Certificate of Advanced Study in Educational Technology have gone on to pursue doctorates, become curriculum or assessment directors for their districts, serve as educational research associates and program evaluators, become lead teachers at their school sites or teachers on special assignment for their districts, and teach courses in our credential program.

The following is a list of required and elective courses in the C&I graduate program. (Courses do not generally need to be taken in a particular order.) Students pursuing a Certificate of Advanced Study in Educational Technology take a total of 15 courses for the certificate. If combined with a master's program, at least 9 units must stand alone in each. The "Objective by Course Matrix" in Appendix CI-2 depicts the extent to which each program objective is covered or assessed in each of the following courses:

Master of Arts Degree Core Requirements (16 units):

- CI 250 * Advanced Curriculum Theory and Evaluation (3 units)
- CI 275 Advanced Instructional Theories and Strategies (3 units)
- CI 285 or Advanced Educational Psychology (3 units) or
- ERA 288 Educational Measurement and Program Evaluation (3 units)
- ERA 220 Research in Education (3 units) (Prerequisite: ERA 153 Educational Statistics)
- CI 298 or Project (298) or (4 units)
- CI299 Thesis (299) (4 units)

Elective Courses (14 units) – The following is a list of CI electives, but students may take electives from other departments within and outside the KSOEHD:

CI 210	Current Issues and Trends in Mathematics Education (3 units)
CI 212	Mathematics Education in the Primary Grades (3 units)
CI 225	Integration of Technology Across the Curriculum (3 units)
CI 227	Current Issues and Trends in Educational Technology (3 units)
CI 229	Designing Virtual Realities for Education (3 units)
CI 230	Planning and Implementing Innovative Technology Programs (3 units)
CI 260	Reflective Teaching (3 units)
CI 265	Professional Practice in Teaching (currently offered as a 280T, 3 units)
CI 270	Investigating Classroom Practices (currently offered as a 280T, 3 units)
CI 280T	Advanced Topics (1 to 3 units; up to 9 units total on different topics)
CI 290	Independent Study (1 to 3 units; up to 6 units total)

* Writing requirement (CI 250)

Early Childhood Education

The Early Childhood Education Graduate Programs consist of an option in the Master of Arts in Education Degree and the Specialist Credential.

The coursework for the Masters of Arts Degree in Education-ECE Option (30 units) follows:

Required ECE Core Courses (6 Units)

LEE 235 *	Concept Development in ECE (3 units)
LEE 241	Field Work in ECE (3 units)

Elective ECE Core Courses (12 units, Select 3 of 4 courses)

LEE 171	Trends and Issues in ECE (3 units)
LEE 232	Literacy in ECE (3 units)
LEE 233	Curriculum and Assessment in ECE (3 units)
LEE 271	Diversity and Inclusion in ECE (3 units)

Masters of Arts Degree Core Requirements (13 Units)

ERF 153	Educational Statistics (Prerequisite for ERF 220)
ERF 220	Research in Education (3 units) (Prerequisite: ERA 153 Educational Statistics)
ERF 285 or	Seminar in Advanced Educational Psychology (3 units) <u>or</u>
ERF 288	Educational Measurement and Program Evaluation (3 units)
LEE 298B or	Project (4 units) or
LEE 299	Thesis (4 units)

Other Electives

5 units of approved electives

* Writing requirement (LEE 235)

The ECE Specialist Credential Program is an advanced credential for those who already hold a valid California Multiple Subject Teaching Credential. For the Specialist Credential, two years of successful ECE teaching at two levels of ECE is required.

The ECE Specialist Program may be combined with the Master's program or taken separately. Master's candidates in the ECE Teacher Leader Specialization may use their course work to fulfill requirements for the ECE Specialist Credential. For the Specialist Credential only, a Thesis or Final Project is not required.

The coursework for the Early Childhood Specialist Credential (30 units) follows:

Required ECE Core Courses (6 Units)

- LEE 235 Concept Development in ECE (3 units)
- LEE 241 Field Work in ECE (3 units)

Elective ECE Core Courses (9 units, Select 3 of 4 courses)

- LEE 171 Trends and Issues in ECE (3 units)
- LEE 232 Literacy in ECE (3 units)
- LEE 233 Curriculum and Assessment in ECE (3 units)
- LEE 271 Diversity and Inclusion in ECE (3 units)

Other Electives

15 units approved electives

Reading

The following is the sequence of courses for the Master's Degree in Education with a Reading Option, the Reading Certificate, and the Reading Specialist Credential:

Semester 1

- LEE 278 * Literacy Processes & Practices (3 units)
- LEE 213 Teaching the Language Arts, K-12 (3 units)

Semester 2

- LEE 215 Language Issues in Reading (3 units)
- LEE 224 Assessment and Development of Reading Abilities (3 units)

Semester 3

- LEE 214 Literature for Children and Adolescents (3 units)
- LEE 230 Supervised Teaching—Reading Language Arts (3 units)

Semester 4

- LEE 234 Clinical Experiences in Reading Assessment and Instruction (3 units)
- ERA 220 Research in Education (3 units)

Semester 5

LEE 244 Research for Reading Professionals (3 units)
C&I 285 or Advanced Educational Psychology (3 units) or
ERA 288 Measurement and Program Evaluation (3 units)

Semester 6

LEE 254 Field Experiences in Reading (*Reading Specialist Credential Only*) (3 units)
LEE 298A or Project (4 units) or
LEE 299 Thesis (4 units)

* Writing requirement (LEE 278)

b. Cooperative Efforts with Other Academic Programs – Joint Degrees, Service Courses, General Education Courses

Administration and Supervision

This program prepares candidates to become educational leaders. Program faculty is currently evaluating an option to offer a certificate in collaboration with the Departments of Literature and Early Education and Curriculum and Instruction for educational leaders seeking to expand their knowledge and skills in these areas. The program is also closely linked to the doctoral program in educational leadership offered within our same department.

Curriculum and Instruction

The 2-year-old Master of Arts in Teaching (MAT) program is the only online master's program offered by Fresno State and is based in the same department as the C&I master's program. All but one of the courses in the MAT program is CI courses and most are taught by C&I faculty. There is an intimate collaboration between these two programs, as they share a Program Coordinator; this greatly helps in directing students to the program that best meets their particular needs.

In addition, as mentioned above, C&I has held initial conversations with Administration and Supervision to support a certificate in C&I. Further, conversations have been initiated concerning a focus on elective coursework in Education Administration so that C&I students desiring an administrative credential may also work toward attaining this credential.

Finally, C&I faculty have been involved with the Joint Doctoral Program and several more are looking forward to being actively involved in the Independent Doctoral Program.

Early Childhood Education

Because of the interdisciplinary nature of this field, students in the Early Childhood Education Program are encouraged to take courses in other areas of education as well as in other departments outside the KSOEHD. The ECE graduate program includes five units of elective in order that students can have the flexibility needed for achieving educational and career goals.

Students take upper division and advanced courses in child development, marriage, family and child therapy, guidance counseling, reading, administration and social work. To address contemporary trends, weekend programs on special topics are offered at least once a year. These topics have included specialization in parent participation in education, children's literature, arts in education, infant early education and the Reggio Emilia Approach.

Reading

A newly developed online master's program in the Curriculum and Instruction department with collaboration with members from the Reading Program has recently been developed and is currently in its second year. Also, professors from the Reading Program have been invited to participate in the doctoral program in leadership which is anticipated to be offered in the fall of 2007.

c. Research on Effectiveness of Teaching and Learning

The quality of the faculty is the most important element in the success of these programs. All options have made a concerted effort to recruit and maintain faculty members of the highest caliber. In addition to the full-time faculty members, many well known in the field for their many contributions, a number of current and retired school administrators with excellent reputations and proven ability to teach and supervise students are active members and contributors to the preparation of the candidates. Please see the attached curriculum vitae for further information (See Appendices AP-2, AS-10, CI-11, ECE-8, RD-11).

The faculty of all options is actively engaged in research, grants, presentations, and professional organizations which enhance their ability to provide a quality preparation program for future educational leaders. Numerous faculty members including Ron Unruh, Susan Tracz, Sharon Brown-Welty, Jacques Benninga, Carol Fry Bohlin, Jose Daughtry, Jose Lomeli, and Pamela Lane-Garon among others involve their students in their own research. Please see the faculty vitae for further information.

Core Research

David Tanner
Susan Tracz

Ron Unruh

Administration and Supervision

Sharon Brown-Welty
Alfredo Cuellar
Kenneth Magdaleno
Don Wise

Curriculum and Instruction

Bernard Arenz
Jeanie Behrend
Jacques Benninga

Joan Henderson-Sparks
Jose Lomeli
James Marshall

Kathryn Biacindo
Denise Blum
Carol Fry Bohlin
Roy Bohlin
Otto Benavides
Robin Chiero
Jody Daughtry

Susana Mata
Lisa Nyberg
Frank Padilla
Joe Parks
Kien Pham
Melanie Wenrick

FERPing faculty
Mario Baca
Susan Harris
Bernice Stone

Early Childhood Education

Shareen Abramson
Jacques Benninga
Pamela Lane-Garon

Judith Neal
Marilyn Shelton

Reading

Laura Alamillo
Rosie Arenas
Imelda Basurto
Glenn DeVoogd

Kirsten Dara Hill
Elaine Garan
Steven Hart
Judith Neal

3. Recruitment, Retention, and Student Services

Administration and Supervision

Our program has made a special effort to increase the diversity of students. One example is the recent Chancellor's Fellows in which district superintendents were asked to nominate candidates from diverse backgrounds to this special cohort of our program. Since the program is growing very rapidly, recruitment efforts are now focused on encouraging more minority candidates to enter the program.

Curriculum and Instruction

Recruitment efforts have included the following: (a) district-advertised visits by the Program Coordinator and Cohort Coordinator to school sites in Visalia Unified to promote the K-7 mathematics cohort (Appendix CI-8); (b) letters and brochures sent to BTSA support providers and to graduates of KSOEHD credential programs to promote the program (Appendix CI-9); and (c) advertised meetings held on the Fresno State campus by the Program Coordinator and program faculty to promote and explain program details of potential cohorts (foci in accomplished teaching/National Board Certification and social justice/international education) (Appendix CI-10). The Program Coordinator has developed a detailed database of the coursework and academic trajectories of all students in the program and provides continuing support, information, updates, and mentoring for each student via email and telephone.

Early Childhood Education

Students in the graduate program are recruited from both inside and outside the university. Because a credential program that is an accredited ECE initial program is offered, many of these students decide to continue into the accredited ECE advanced program. A new brochure has been developed to highlight the program and is distributed to various campus offices and at ECE events such as our ECE Convocation held twice a year. All ECE graduate students meet with the ECE Program Coordinator prior to starting the program. At the meeting, using a planning form, their entire program of studies, semester by semester is written out and a tentative date for graduation is set. On the form, students identify their particular interests and based on this information, an ECE faculty advisor from the program is assigned. To increase communication and provide support for their studies, students are encouraged to make an appointment prior to the program and stay in touch with their advisor while in the program. At the advising appointment, students requiring individualized student services such as learning assistance, testing center or the writing center are given information on how to make these contacts.

Reading

Though the number of master's candidates has risen in recent years from 11 in 2004 to 50 in 2005 and 60 in 2006, the retention rate for the three-year program is approximately 50%. The Reading faculty has sent out a survey to determine the reasons for this attrition. Cohorts of students attending classes together have been particularly successful off-campus with cohorts in Madera, Parlier, Visalia and plans for a new cohort in Firebaugh. The diversity of the students reflects the diversity of teachers in the Valley with about 30% minority and about 98% women.

4. Community Interactions (Professional, Disciplinary, Industry/Regional)

Administration and Supervision

The Educational Research and Administration Department, which houses the Administration and Supervision Program, was the first Engaged Department of the university. The entire department participated in training about including service learning projects in their courses and working with their students on community projects to earn the Engaged Department status. Program faculty members serve in many capacities in local school districts and in the larger community. One example is the role that seven of the faculty members play as executive coaches to school principals in 13 local school districts.

Another example is the Central Valley Educational Leadership Institute (CVELI) that has played a role that cannot be overstated in building a bridge between the program and local school districts and communities. CVELI is involved in activities such as superintendent training for the entire Fresno and Madera county areas, conferences for educational leaders from the region, and involvement in professional development and training with well over a dozen local school districts and the community college network.

Curriculum and Instruction

Over the past seven years, there was a strong partnership between the program and South Valley districts, particularly Visalia Unified (VUSD). Three robust graduate cohorts were based in Visalia and used district facilities. Research programs at school sites were spawned, and presentations and publications were outcomes of this partnership. All students were members of the California Mathematics Council and most were members of the National Council of Teachers of Mathematics and attended the national conference last year. Many are leaders at their school sites and in their districts as a result of the C&I graduate program. One graduate lost her battle with cancer this year, and The Kelly A. Mattos Outstanding Thesis Award was established in her memory (supported primarily by educators in Visalia) for students in the C&I master's program. Faculty in the program will select the recipient of the award, which will recognize a student who conducts careful research about a topic of educational importance and who presents this research in a well-written thesis.

Early Childhood Education

The use of outcome-based assessment and resulting data to make improvements in the program as described have profoundly affected both our students, faculty and the community. Recent examples include:

- Two student's final projects from 2004-2005 led to significant funding to support their implementation. One project, a culturally appropriate home visitation program for families with children under five, received a grant of \$4,000,000+ from First Five of Fresno County and is to be initiated in nine local school districts/agencies. Another project, a review of ECE program quality rating systems in 10 states is the basis for a \$1,000,000+ award to develop a Fresno County rating system.
- As part of the DAP Charter School Project in LEE, our students now observe and make home visits in connection with the project described above. The former graduate student who created the project and is now directing this significant intervention project is now a guest instructor for this assignment.
- To expand the role graduates, the *Fansler Faculty* (funded by the local Fansler Foundation) provide consultation to ECE programs in their areas of expertise. To be selected, graduates must also be willing to donate 10 hours of in-kind services.
- Each semester, since 2002, the ECE Program as a whole holds a ECE Leadership Convocation. An outstanding graduate is selected as the Fresno County Fansler ECE Leader. They give an inspiring presentation on an aspect of their leadership to a group including 75-100 ECE students—past, current, future and others and receive a small award.

Reading

Master's candidates in the Reading Option must tutor students two times in the program, work with small groups twice, and inservice other teachers, parents, and educational staff in their schools, there is a great deal of interaction with the community. Also, because the program has three cohorts of master's candidates taking classes and serving schools and students in four different locations in the Valley, faculty naturally interact with educators and parents in the community. The Reading Program also houses the California Reading and Literature Project and the San Joaquin Writing Project that inservices teachers all over the Central Valley on issues of literacy during the year and during summer projects.

C. Effectiveness of Research, Scholarly, and Creative Activities

The KSOEHD faculty has made outstanding contributions in the areas of teaching and advising, scholarship and research, university service and community service as is evidenced by the Vitae that appear in the appendices by program (AP-2, AS-10, CI-11, ECE-8, RD-11). An effective method for identifying effective practice and program quality is through thoughtful scholarship. Scholarly activities are necessary for promotion and tenure and are considered in post-tenure reviews. For the last two academic years, all KSOEHD faculty combined list 178 publications. The level of scholarly inquiry of the faculty members is also evident by the fact that several of the faculty have written or contributed to texts that are used widely in the field:

- Dr. David Tanner's book, titled *Assessing Academic Achievement* has sold more than 50,000 copies and can be found at 23 college campuses nationwide.
- Dr. Glenn DeVoogd's book, *Critical Literacy: Enhancing Students Comprehension of Text*, co-authored with Dr. Maureen McLaughlin at East Stroudsburg University of Pennsylvania, has sold over 10,000 copies nationwide.
- Elaine Garan has authored two highly acclaimed books titled, *Resisting Reading Mandates: How to Triumph with the Truth* and *How Literacy is Taught: Why Literacy is Taught*.

Faculty regularly present at local, state, national, and international conferences. They write and publish, are well known in professional associations, and are well-represented in conferences related to teacher education, special education, administration, global education, early childhood education, and literacy. Presentations of their research at professional conferences and publication of their scholarly work in peer reviewed academic journals illustrate their valuable contributions to their academic fields and the significance of their research.

Faculty members provide leadership in the profession at local, state, national, and international levels. Their leadership activities are documented in faculty vitae. Examples include:

- Dr. Elaine Garan is the No Child Left Behind representative for the National Council Teachers of English and was recently chosen by the Haberman Education Foundation as one of the 10 most influential educators in the country.
- Dr. Sharon Brown-Welty is the Director of the first independent CSU doctorate in California.
- Dr. Judith Neal is the National spokesperson for Reading Recovery.
- Dr. Carol Fry Bohlin was the founding editor of the weekly online news journal, the *California Online Mathematics Education Times* (COMET) and the founding president of the California Association of Mathematics Teacher Educators.

- Dr. Shareen Abramson is the Fansler Chair for Leadership in Early Childhood Education.
- Dr. Susan Tracz is the Chair of the Multiple Linear Regression/General Linear Model Special Interest Group of the American Educational Research Association.
- Dr. Imelda Basurto is the Secretary/Treasurer for the California Professors of Reading/Language Arts and the Secretary for the Fresno Area Reading Council.
- Dr. Glenn DeVogd is the President Elect of the California Professors of Reading/Language Arts and the campus representative to the Center for Advancement on Reading.
- Dr. Walt Buster is Director of the Central Valley Educational Leadership Institute

Candidates and peers have recognized faculty teaching in the following numerous ways:

Charles Arokiasamy	Provost’s Award for Excellence in Teaching
Jeanie Behrend	Provost Certificate of Teaching Recognition
Carol Fry Bohlin	Provost Certificate of Teaching Recognition
Roy Bohlin	Provost’s Award for Technology in Education
Sharon Brown-Welty	Provost’s Award for Graduate Teaching & Mentoring
Robin Chiero	Provost’s Certificate of Teaching Recognition
Susan Harris	Provost’s Award for Excellence in Teaching
Jim Marshall	President’s Award of Excellence (2006)
Don Wise	Provost’s Award for Faculty Service

Shareen Abramson	Richter Award for Teaching Excellence
Charles Arokiasamy	Richter Award for Teaching Excellence
Jack Benninga	Richter Award for Teaching Excellence
Carol Bohlin	Richter Award for Teaching Excellence
Pam Lane-Garon	Richter Award for Teaching Excellence
Judith Neal	Richter Award for Teaching Excellence
Lisa Nyberg	Richter Award for Teaching Excellence

D. Resources

1. Financial/Budgetary

The KSOEHD Dean is responsible for allocating funding to the departments and other entities. He consults regularly with department chairs, the school’s budget committee, and faculty to discuss budget issues. Staffing consumes the majority of the funding and the remaining is allocated to the four departments and other entities for general operation during the fiscal year (See Appendix AP-1).

The Renaissance Group is a nation-wide organization that supports progressive initiatives in the field of teacher education in colleges and universities. The KSOEHD received a prestigious Renaissance Grant which enabled faculty to receive release time to develop and implement an accountability system that would dovetail with national accreditation, including planning and developing performance assessments and scoring rubrics, developing and implementing training materials, and investigating potential information technologies to manage the system. However, the Renaissance funding initiatives have been completed and will not be renewed. To ensure the

institutionalization of the system, the Dean established an Assessment Committee with quarter-time release time for two coordinators. One coordinator is responsible for analyzing and reporting data and the second coordinator for chairing committee meetings and addressing other assessment needs.

2. Faculty/Staff

a. Adequacy and Availability

Currently the Kremen School of Education and Human Development (KSOEHD) has 60 tenured and tenure-track faculty members, including the Dean and the Associate Dean, who hold faculty rank. Of the nine new faculty in the past two years, two thirds or six members are diverse hires. All tenure-track faculty members must hold a terminal degree or be engaged in the process of completing degree requirements. Currently all tenured and tenure-track faculty members hold the Ph.D. or Ed.D. Most of the tenured and tenure-track faculty members have professional credentials or licenses in addition to the doctorate.

The gender ratio of the faculty is 46.0% men and 54.0% women. Ethnicity for faculty is as follows: African American (4.8%); Hispanic (20.6%); Asian (14.3%); and Caucasian (60.3%).

b. Professional Development/Travel Support

At the University level support is provided to faculty with the yearly small grant competitions, which is open to all. These are the Chancellors Retention and Recruitment Grant, Chancellors Fellowship, Fresno State Instructionally-Related Activities Grant, University Assigned Time for Research, and Fresno State Digital Campus Grants. Professional development monies were awarded through department allocations.

The KSOEHD dean recognizes the value of research to the academic community and encourages the continuous learning and ongoing professional development of faculty. As an advocate for research, the Dean recently initiated the KSOEHD Research and Development Grants program, which for 2005 provided \$200,000 in grants of up to \$10,000 to faculty members for research and grant writing. While these grants have greatly increased the scholarly productivity of the faculty and the ability of faculty to travel for professional purposes, the new university budget formula has already started to radically reduce the funds available to the KSOEHD. The funds available to KSOEHD faculty for research are projected to be completely depleted by the next academic year. This shortage of funds to support scholarship will result in a decrease in the potential for faculty research productivity and a decrease in the collegial interactions and joint research endeavors afforded to faculty who can travel to scholarly conferences.

3. Implementation and Currency of Technology

The Instructional Technology and Resource Center [INTERESC] supports faculty, staff, and students in the use of technology including, but not limited to the use of audio, visual, computers, and video equipment; reservation of curriculum classrooms, laboratories, consultation rooms, and the TV Studio. It also maintains the use of equipment for the preparation of instructional

materials such as a laminator, letter dye cut machine, binding machines, and others. INTERESC also provides support for satellite downlinks and video conferencing. In coordination with other university resources, INTERESC maintains all Smart Classrooms in the Education Building. The Resource Center catalogues and maintains a small collection of reference books, curriculum materials, manipulatives, testing materials, video/audio tapes, and equipment and supply catalogues. Also, it supports the NASA San Joaquin Valley Teacher Resource Center and the Bonner Civic Education Collection. The Resource Center is available to the university community as a study and meeting facility and provides faculty a place for reserved materials for student use.

In addition, university support from Digital Campus services faculty and helps students access Blackboard for coursework, and the Center for Teaching, Learning and Technology (CETL) also provides technology training.

4. Other

a. Space – Classrooms, Laboratories, Offices

All KSOEHD academic and support personnel are housed in the Education Building, a 120,000 square foot, five-level facility completed and occupied during the Spring Semester 1994. Building resources include 13 lecture/seminar rooms, four methods classrooms, and three computer classroom/labs. Use of the computer labs is increasing, and at times scheduling demands force faculty to accommodate multiple requests for the same rooms at the same times.

To address increasing needs for access to technology in the classroom, 18 of the classrooms in the Education building are Smart Classrooms. Smart Classrooms are defined as teaching/learning spaces with a VCR/DVD unit, access to the Internet via Ethernet and wireless connectivity, a video/data projector and a Media Link controller. In addition to the smart classrooms, three classrooms in the Education Building and the Video Production Center have distance-learning capabilities and two rooms have teleconferencing and distance learning capabilities.

Tenure track faculty and full time lectures have private office space in the Education Building. Each tenure track or full time faculty has a computer provided.

b. Library Assets

The Henry Madden Library employs 25 Library Faculty, 45 Support Staff and 132 Student Assistants to keep the library open 91 hours per week serving the campus. It houses 1,025,691 books, 145,977 bound periodicals, 1,211,141 Microforms, 161,880 maps, 72,668 audio discs, 2617 periodical titles and 4,457 videos. It has a number of special collections including the Arne Nixon Center for the Study of Children's Literature; Central Valley Political Archive; Curriculum/Juvenile Library; Government Documents; Map Library; Music & Media Library; Sanoian Special Collections Library. In fall 2005 a \$100,000,000 expansion of the Madden Library was started, funded by a state bond.

In 1996, the Library received a large collection (25,000 volumes) of children's literature books which forms the core of the Arne Nixon Center for the Study of Children's Literature. Professor Nixon also left a \$1,000,000 endowment which allows the Library to add to the collection and to sponsor conferences and colloquia drawing scholars from all over the United States. A curator was hired in 1999, and the collection was moved to a permanent home. More books have been added, using a regular allocation from Library funds, donations by publishers, authors and collectors, and special funds. As of 2004, 15,390 volumes had been catalogued. The Center is becoming recognized as a major center for the study of children's literature in the nation and internationally.

The Curriculum and Juvenile Collections Library contains materials that are primarily for the use of students in the Kremen School of Education and Human Development. The Curriculum Collection totals over 24,288 items relevant to curriculum development in K-12 schools, including textbooks, teaching guides, audiovisual materials, and California curriculum frameworks. The Juvenile Collection contains approximately 21,059 books intended primarily for preschool through middle school age groups and includes both fiction and nonfiction. However, due to the constantly changing nature of the curriculum materials, these materials also must be constantly updated as books become out-of-print and publishing companies revise texts and materials. Two web workstations give students greater access to related materials that will serve to further enhance their study.

The library offers 94 electronic databases which provide indexes and abstracts for journal articles in all fields, full-text articles in some journals and newspapers, other primary source material in full text, data for business studies, and several encyclopedias. Additional indexes and full-text materials are available through the Government Documents Department. Especially important for Education are ERIC (offered in three versions) and Psych INFO. Nearly all these resources are accessible to students and faculty in their offices and from their homes. A substantial number of journals and articles are still not available in full-text download format. The library is constantly trying to upgrade this availability.

IV. Recommended Action Plan for the Next 5-7 Year Period

A. Recommended Changes to Mission and Goals of the Program

Faculty members from all four options believe that the mission and goals of their programs reflect local needs, are consistent NCATE/CTC standards, and will serve as appropriate guides for the next five years as a minimum.

B. Effectiveness of Instructional Program

1. Student Learning Outcomes as Developed in the Program's Student Outcomes Assessment Plan (SOAP)

Please see Appendix AP-3 for a table of the student outcomes assessments for combined for all four options.

Administration and Supervision

The Student Outcomes Assessment Plan will be modified to incorporate data from the Leadership Portfolio and further data sources, such as the rubric for Master's Degree theses and projects, additional surveys of graduates and their employers, as well as other assessments of dispositions. The following are components of the Administration and Supervision SOAP (See Appendices 2-9):

1. Leadership Portfolio
2. Pre-assessment of fieldwork – Semester 1 (student)
3. Pre-assessment of fieldwork – Semester 1 (site supervisor)
4. Post-assessment of fieldwork – Semester 1 (student)
5. Post-assessment of fieldwork – Semester 1 (site supervisor)
6. Post-assessment of fieldwork – Semester 1 (university supervisor, student, site supervisor)
7. Assessments 3 through 6 take place in semester two as well.
8. Written reflection at the end of second semester of fieldwork
9. Writing competency examination – Semester 1 (Writing mechanics only)
10. Writing competency examination – Semester 2 (All sections of writing rubric)
11. Advancement to Candidacy application – Semester 3
12. Completion of project or thesis – final semester
13. Graduate standardized survey (Associate Dean's office)
14. Superintendents' Advisory Committee meetings (each semester)
15. Superintendents' survey – annual
16. Recent graduate's survey – annual
17. Faculty retreat – annual
18. Program review – each three years

Curriculum and Instruction

The major elements of the SOAP for the C&I program will continue to be addressed (See Appendices 2-5):

1. The Graduate Writing Requirement guidelines as outlined in the current SOAP will be maintained and implemented each year, addressing Program Goals 1 and 4. A record will be kept each year of the number of students who pass and who do not pass this requirement each semester. (Annually, 2006-2012)
2. The "Analysis of Classroom Teaching Assignment," which addresses Program Goal 2, will continue to be administered to measure directly our students' ability to analyze and implement effective instructional strategies. The instructors of CI 275, in consultation with the C&I graduate committee, are responsible for refining this assignment, incorporating it into the course, and evaluating the assignment. (Annually, 2006-2012)
3. The project/thesis guidelines and evaluation procedures will continue to be reviewed and implemented by program faculty/advisors. Projects/theses that are consistent in expectations and execution make it possible to evaluate our students' performance related to the four major goal areas: curriculum, instructional strategies, assessment, and leadership. (Annually, 2006-2012)
4. The C&I graduate committee is charged with planning and conducting focus group interviews with current students, alumni, employers, and faculty to assess program quality related to all of the goals and objectives. These groups are to be convened every three years. (2007, 2010)
5. A new assessment component will be to conduct exit interviews with students who formally leave the program or who quit registering for courses. These interviews will be conducted by the Program Coordinator. A second new component will be individual written surveys and/or telephone calls to current students to assess program quality related to the goals and objectives. These surveys will be conducted by the Program Coordinator at least once a year. (Annually, 2006-2012).

Early Childhood Education

The following assessments will continue to be collected (See Appendices CEC2-7):

1. Assessment of Content Knowledge: Summative Assessment: Final Project, Thesis and Research Paper
2. Assessment of Content Knowledge: Portfolio Assessment
3. Assessment of Knowledge, Skills and Dispositions: Combined Charter School Assessment
4. Assessment of Knowledge, Skills and Dispositions: Leadership Activity Assessment
5. Assessment of Effects of Student Learning: Action Research Activity Assessment
6. Assessment of Knowledge, Skills and Dispositions: Professional Ethics Assessment

The ECE faculty is in the process of developing an exit survey for students and employers.

Reading Language Arts

The Reading faculty has set up a rigorous schedule for assessment activities (See Appendix RD-2). The following assessments will be conducted (See Appendices 3-9):

1. LEE213 Theory to Practice paper
2. LEE213 Research paper
3. LEE278 Theoretical Comparison Paper
4. LEE 224 Case Study of a student
5. LEE214 Presentation of an Analysis of a Children's Author
6. LEE230 Matrix of Field Experiences
7. LEE234 Matrix of Field Experiences
8. LEE244 Review of Literature
9. LEE254 Matrix of Field Experiences
10. LEE298 Project or LEE299 Thesis
11. Exit Survey

2. Curriculum

a. Structure/Coherence of Instructional Program

The current structure of the coursework required for the master's degree in Education with its options in Administration and Supervision (see pp. 22-23), Curriculum and Instruction (see pp. 23-24), Early Childhood Education (see pp. 24-25), and Reading (see pp. 25-26) have already been reported on the pages noted above.

b. Cooperative Efforts with Other Academic Programs – Joint Degrees, Service Courses, General Education Courses

Administration and Supervision

Discussion has begun and will continue to incorporate a certificate from the Departments of Curriculum and Instruction and Literacy and Early Education that will provide administration candidates with further necessary knowledge and skills to work with English Learners and align curriculum and assessment to student and school needs.

Curriculum and Instruction

Discussion has begun with the Administration and Supervision Option to offer coursework leading to an Administrative Credential with the Curriculum and Instruction Option. This addition will make graduates more marketable for instructional administrative positions in school districts.

Early Childhood Education

Because of the interdisciplinary nature of our field, students in the Early Childhood Education Program are encouraged to take courses in other areas of education as well as in other departments outside the KSOEHD. The ECE graduate program includes five units of elective in order that students can have the flexibility needed for achieving educational and career goals. Students take upper division and advanced courses in child development, marriage, family and child therapy, guidance counseling, reading, administration and social work. To address contemporary trends, weekend programs on special topics are offered at least once a year. These topics have included specialization in parent participation in education, children's literature, arts in education, infant early education and the Reggio Emilia Approach.

Reading

In 2004 – 2005 year, faculty from the LEE Department worked with members of other departments to form a master in teaching which is now housed mostly in the C&I Department. Several professors from LEE Department contribute to the development of student projects currently. Faculty has also discussed but not fully planned a master's degree program in children's literature with the Director of the Nixon Center.

3. Recruitment, Retention, and Student Services

Administration and Supervision

At this time, the program is undergoing tremendous growth, thus current efforts are considered sufficient in terms of numbers; however, increased focus will be on recruiting candidates of diverse backgrounds.

Curriculum and Instruction

The Program Coordinator works with program faculty to plan and recruit graduate cohorts, which are typically effective models that help students move through the program with a feeling of greater connectedness and support; hence, retention is enhanced. During the semester, the Program Coordinator will correspond with students via email and telephone to monitor their progress and to provide advice, support, notice of upcoming deadlines, and notification of various opportunities such as award competitions. The current Program Coordinator has also made an effort to be available via email or telephone at the convenience of students to provide ongoing (and on-demand) service/support.

Although graduates of the C&I graduate program have had a variety of doors opened to them professionally, a number of potential students still do not see an immediate gain (other than a very modest increase in salary – less than \$400 annually) from earning an MA in Education with this option since it is not accompanied by an advanced credential--particularly an administrative credential. Hence, during the next five years, faculty will be discussing possible creative partnerships between options. For instance, a C&I graduate student could take administrative

credential courses for his or her 14 elective units if becoming a curriculum director, which requires this credential, is a career goal.

Early Childhood Education

Students in the graduate program are recruited from both inside and outside the university. Because the school offers a credential program that is an accredited ECE initial program, many of these students decide to continue into the accredited ECE advanced program. The ECE program will continue to use the new brochure that was developed to highlight the program and is distributed to various campus offices and at ECE events such as the ECE Convocation held twice a year. The Program Coordinator will examine Division of Graduate Studies grants to provide stipends or scholarships to ECE graduate students.

Reading

Compared with the numbers of reading master's candidates in other California State Universities, Fresno State has been able to recruit quite a few students. Even so, in the next year, it is anticipated that a new cohort will develop in the Firebaugh area to serve candidates in the west side of the county.

A greater concern in the Reading Program is with the students who do not finish the three year sequence of courses, particularly with on-campus cohorts of students. In 2006-2007, a survey of current students and dropouts will be analyzed and steps will be made to increase the retention rate of students. Preliminary results seem to indicate that: 1) students earn more money by getting an administrative credential so they choose that option instead, 2) the state and school districts are not requiring teachers to have an advanced degree in reading to become reading coaches, 3) state and local implementation of No Child Left Behind curriculum leaves teachers will little room to make professional decisions which is what the reading option prepares teachers to do, and 4) the program is longer than any other program at three years plus one course.

4. Community Interactions (Professional Disciplinary, Industry/Regional)

Administration and Supervision

The program plans to continue the outreach efforts that faculty has undertaken the past several years. Faculty foresees increased participation with local school districts, community organizations, and other agencies dedicated to improvement of our schools and communities.

Curriculum and Instruction

As described in Section III B 4 above, the C&I program has long been active in connecting students with their discipline and helping foster leadership at the site and district levels. The program has been receptive to community and district needs, offering cohort programs based on identified focal areas in districts throughout the Central Valley. The program will endeavor to cultivate more such linkages. Further, C&I faculty are leaders in the San Joaquin Valley

Mathematics Project (housed in the KSOEHD) and the Central Valley Science Project, providing opportunities for leadership development among students in the C&I program.

Early Childhood Education

As described in Section III B 4, the ECE program has an excellent history of connecting with the community. Evidence of these interrelationships are the Fansler Foundation funding for graduate students, the First Five grants awarded to ECE graduates and the DAP Charter School Project home visits. The ECE faculty plans to continue to nurture and expand these connections with the schools, day care providers and other community groups.

Reading

The Reading Program is engaged with the community through classes, professional projects and individual professor connections. Because students and faculty meet in cohorts around the Fresno Area and three of the courses are fieldwork oriented, professors get to interact with master's candidates who are teachers, their students, and administrators in different locations. The San Joaquin Writing Project and the California Reading and Literature Project have boards consisting of many area teachers who are graduates of this master's program. The projects also have several grants each and give inservices around the Fresno Area. Finally, many professors are working with local teachers in classrooms and through organizations such as the Fresno Area Reading Council and Educators and Parents Against Testing Abuse (EPATA).

C. Resources

1. Financial/Budgetary

Despite the numerous accomplishments of the KSOEHD, the administration and faculty are beginning the adjustment phase for the new budget formula, which has been enacted at Fresno State, and the impact of this change is dramatic and devastating. In fact, these budgetary changes jeopardize the very viability of our graduate programs.

The new budget will **completely eliminate any financial support for research**, and the faculty travel stipends will be reduced to zero. No school support will be available for faculty to receive release time for research, to conduct research, to purchase research supplies or to hire student research assistants other than that provided by excess indirect costs from grants which may be returned to the school. However, faculty will still be required to meet probationary plans for research and publication without school support.

As further evidence of the impact of the impending budget cuts, the KSOEHD has **aborted three of its approved, in-progress faculty searches**. As faculty are stretched even thinner to offer students graduate courses and fieldwork experiences, these cuts will inhibit program quality and limit faculty research. Furthermore, the workload issues in the KSOEHD has had an adverse impact on our ability to hire qualified faculty with many previous searches left unfilled because potential faculty were unwilling to accept the grueling workloads here. The budget cuts will make this reality even worse.

KSOEHD has put in new labs within the last year and have met many technology requests. Along with four full time tech people, KSOEHD allocates \$50,000 year for INTERESC operating. The Brick Committee has also contributed approximately \$60,000 in technology equipment and will continue to contribute as we finish the present wall and start the second one. There is concern that the schools ability to continue to provide the latest technology may be compromised with this new budget.

The severity of the new budget formula cannot be underestimated and may place our next NCATE/CCTC accreditation in jeopardy. Despite this budgetary outlook for the KSOEHD, to maintain the level of quality of the Master's Degree in Education and to continue to serve the teachers and students of local school districts and the community at large, our wish list includes:

- Support to conduct needed faculty searches.
- Support with time and resources to engage in meaningful research.
- Travel support for faculty.
- Support to maintain the current project/thesis requirement of the Master's Degree in Education.
- Enhanced equipment and technology capacity with training support.
- Support to attract advanced undergraduates to serve as Research Assistants for faculty research projects.
- Support for collaboration with school districts to exchange faculty and services. (For example, the KSOEHD may receive a "teacher/researcher-in-residence" (TIR) at the district expense and in return, the district is written into a grant or two that would support district activities and perhaps the cost of the TIR).
- Support to maintain our Assessment Coordinator positions.
- Support the graduate formula proposed earlier with 9 units rather than 12 being a full load for graduate faculty.
- Additional assigned time for each coordinator to implement the elements of the SOAP, recruit, coordinate cohorts, advise, etc. Coordinators of large programs (several hundred students) currently receive 3 units of assigned time per semester. This represents a reduction from 6 units per semester per coordinator during a previous budget cut. Program Coordinators have extreme demands placed on their time due to the rigors of the position. Most experience a reduced ability to conduct research, and many experience burnout. These positions are often assigned to junior faculty.
- Summer support for coordinators (often 9-month faculty) who spend much time throughout the summer advising, recruiting, fielding questions from potential students, maintaining databases of the outcomes of student contacts, etc.
- Finally, the KSOEHD would like a re-examination of the new budget formula.

2. Faculty/Staff

a. Adequacy and Availability

Hiring and tenuring adequate numbers of faculty is crucial to the quality of the Master's Degree in Education. As the KSOEHD continues to offer programs to individual students and to cohorts of students from local school districts, the need for faculty will increase. The revival of the bilingual master's degree program will strain the capacity of the LEE Department to cover other reading courses unless more faculty is hired.

Although three approved, in-progress faculty searches have been cancelled for budgetary reasons, the school definitely needs to hire more full-time faculty in the following areas:

- Early Childhood Education/Reading
- Secondary Reading
- Special Education/Early Childhood
- Reading/Leadership in Literacy (Tenured)
- Educational Administration (Tenured)
- Curriculum & Instruction – Elementary Science Education
- Statistics and Educational Research

In addition, the university as a whole system needs to address the problems of low, uncompetitive salaries coupled with a high cost of living, which is limiting the potential to hire quality faculty.

b. Professional Development/Travel Support

To support research, which all coordinators and faculty feel is vitally important to their programs, the school would like to see increased assigned time monies available for faculty research, especially research that can support various foci in the graduate programs (reading, math, early childhood, administration, leadership, etc.), and research assistantships for graduate students in the programs. The school also would like to see technical assistance available to faculty and students for conducting research, doing library searches and analyzing data, as well as for writing grants. Faculty also needs funding for professional travel. Although monies were available for these activities in the past, the new budget formula eliminates these funds completely.

c. Professional Achievements/Contributions

It is anticipated that the faculty will continue to do research and to make professional contributions. However, it is unrealistic to anticipate output to continue at the same high rate without funding or resources.

3. Implementation and Currency of Technology

Faculty who travel to teach courses on school district sites for cohorts has special difficulties with bringing adequate technology with them. The school needs to continually update its hardware and software, but those necessities are now hindered by the current budget formula. If

this continues, it is anticipated that most school districts will have great technological infrastructure than is available here. Funding is also needed for faculty training and staff support.

4. Other

a. Space – Classrooms, Laboratories, Offices

Although the school now has its space needs adequately met, it is anticipated that as faculty numbers and student enrollments increase, the school will run out of office space, classrooms, and labs. Converting all classrooms to smart classrooms would be ideal. Labs are currently experiencing high volume use during key hours, with some time slots having more demand than can be accommodated.

b. Library Assets

Having improved library assets in terms of additional of research journals, additional online search engines and more capacity to retrieve full-text journal articles online would greatly help faculty and students.

APPENDICES

All Programs

1. Budget for Staffing
2. Vitae of Core Research Faculty
3. Conceptual Framework

Administration and Supervision

1. Educational Administration Program with Focus on Instructional Leadership – Sequence of Course – (1 page)
2. Education Administration Assessments Included in the Student Outcomes Assessment Plan – (4 pages)
3. Administration and Supervision Option Program Assessments – (1 page)
4. Education Administration Program – Timeline for Modification of the Student Outcomes Assessment Plan – (1 page)
5. CSUF Education Administration Program: Developing Your Leadership Portfolio – (15 pages)
6. Education Administration Program Summary of Graduate Survey Responses – (6 pages)
7. Education Administration Program – Program Survey of School Superintendents, Summary of Data – (4 pages)
8. Education Administration Program – Summary of Fieldwork/Internship Data – (3 pages)
9. Education Administration Program – Summary of Data Analysis of School Adopted Dispositions – (7 pages)
10. Vitae of Program Faculty

Curriculum and Instruction

1. Program Goals and Objectives – (1 page)
2. Objective by Course Matrix – (1 page)
3. Graduate Writing Requirement Policy – (2 pages)
4. Scoring Rubric for the Graduate Writing Requirement – (1 page)
5. "Analyzing Classroom Teaching" Assignment – (7 pages)
6. Program Evaluation by Alumni--Survey Instrument (Summer/Fall 1999) – (2 pages)
7. Program Evaluation by Alumni--Survey Results (Summer/Fall 1999) – (2 pages)
8. Recruitment Materials: K-7 Mathematics Focus Area – (3 pages)
9. Recruitment Letter to BTSA Support Providers – (2 pages)
10. Recruitment Flyer: At-Risk Student Focus Area – (1 page)
11. Vitae of Program Faculty

Early Childhood Education

1. ECE Program Plan and Assessment System – (4 pages)
2. Required Assessment #1: Assessment of Content Knowledge: Summative Assessment: Final Project, Thesis and Research Paper – (2 pages)
3. Required Assessment #2: Assessment of Content Knowledge: Portfolio Assessment – (2 pages)
4. Required Assessment #3: Assessment of Knowledge, Skills and Dispositions: Combined Charter School Assessment – (3 pages)
5. Required Assessment #4: Assessment of Knowledge, Skills and Dispositions: Leadership Activity Assessment – (2 pages)
6. Required Assessment #5: Assessment of Effects of Student Learning: Action Research Activity Assessment – (2 pages)
7. Required Additional Assessment #6: Assessment of Knowledge, Skills and Dispositions: Professional Ethics Assessment – (3 pages)
8. Vitae of Program Faculty

Reading/Language Arts

1. Sequence of Courses for Master's Degree, Reading Certificate, and Reading Specialist Credential – (1 page)
2. Schedule of Reading Faculty Activities – (1 page)
3. Theory to Practice Project Assessment – (5 pages)
4. Review of Literature Assessment LEE 213 – (2 pages)
5. Scoring Rubric for the LEE 278 Comparison Paper – (1 page)
6. Case Study Report – (2 pages)
7. Analysis of children's authors – (1 page)
8. Matrix of Experiences for Practicum and Field Classes – LEE 230, LEE 234, LEE 254 – (7 pages)
9. Review of literature LEE 244 – (5 pages)
10. Survey – (7 pages)
11. Vitae of Program Faculty

Appendix RD-1

Sequence of Courses for Master’s Degree, Reading Certificate, and Reading Specialist Credential

Semester 1	RC	RSC	Masters	
LEE 278	X	X	X	Literacy Processes & Practices (3)
LEE 213	X	X	X	Teaching the Language Arts, K-12 (3)
Semester 2				
LEE 215	X	X	X	Language Issues in Reading (3)
LEE 224	X	X	X*	Assessment and Development of Reading Abilities (3)
Semester 3				
LEE 214		X	X*	Literature for Children and Young Adults (3)
LEE 230	X	X		Supervised Teaching—Reading Language Arts (3)
Semester 4				
LEE 234		X	X*	Clinical Exp Assessment & Dev of Reading Abilities (3)
ERA 220*			X	Research in Education (3)
Semester 5				
LEE 244		X	X	Research for Reading Professionals (3)
ERA 285/ 288			X	Seminar Adv Ed Psych or Ed Measurement & Prog Eval
Semester 6				
LEE 254		X		Field Experiences in Reading (3)
LEE 298A/299			X	Project (4) or Thesis (4)

*Elective

Appendix RD-2

Schedule of Reading Faculty Activities

2006-2007

Employer/Alumni/Candidates not finishing or in progress Survey (Goals 1-3)
Develop filing system for Master's Candidates available in LEE office
Solve problems with financial aid asking our students to petition to get aid

2007-2008

Implement Matrix of Fieldwork Activities
All classes have an active Blackboard site
Develop critical literacy in all courses

2008-2009

All classes identify research, theory, or teacher action research support for methodology
Develop Service Learning in LEE 254 and other courses

2009-2010

Revise Review of Literature
Revise Project/Thesis Proposal Form

2010-2011

Project/Thesis Graduate Colloquium (Goal 3)
Improve techniques for recruitment