



Commission on Teacher Credentialing

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

February 2, 2012

Dr. Jody Daughtry
Coordinator – Single Subject Programs
CSU, Fresno
Kremen School of Education and Human Development
5005 N. Maple Avenue
Fresno, CA 93740

Dear Dr. Daughtry:

Congratulations! After completing a review of your Program Assessment resubmission for your Single Subject program, readers have made a preliminary finding that your program appears to be preliminarily aligned with all program standards. Attached, you will find a copy of the feedback form from this review with revised standard status shown in **purple**. Please note, as indicated on the form, that all Program Standard Findings are preliminary until the site visit team reviews evidence at the site visit.

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

As your program has been preliminarily determined to be in alignment with all standards, no additional program response is required at this time. However, you may see comments on the feedback form regarding information that needs to be reviewed on site by the site visit team. There is no need to send that information to the Commission, but have it available at the site visit.

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

Sincerely,

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

Cheryl Hickey
Administrator of Accreditation

cc: Dr. Paul Beare - Dean
Dr. James Marshall – Associate Dean

**Commission on Teacher Credentialing
Program Assessment Feedback**

Multiple Subject/Single Subject 2042 Standards (2009)

Institution	CSU Fresno
Date of initial review	March 2011
Subsequent dates of review	August 2011 January 2012

General Comments: Although standard 14 is found to be preliminarily aligned through information found in standard 6, readers strongly recommend describing in the narrative for standard 14 how it is determined that each candidate “must have satisfied the basic skills and subject matter requirements prior to assuming responsibility for whole-class instruction”.

*Status	Standard
More Information Needed Preliminarily Aligned	Standard 1: Program Design <i>Questions, Comments, Additional Information Needed:</i> Readers could not find adequate information on how candidates “learn to teach the content of the state-adopted K-12 academic content standards” in English and Math. Effective examples of this are found in this document’s Science and Social Science methods courses. Evidence to be reviewed at the site visit:
Preliminarily Aligned	Program Standard 2: Communication and Collaboration <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:
More information needed Preliminarily Aligned	Standard 3: Foundational Educational Ideas and Research <i>Questions, Comments, Additional Information Needed:</i> It is unclear to the readers how the students will actually learn major concepts, principles, theories, and research related to social foundations (syllabus CI151). Evidence to be reviewed at the site visit:
More information needed Preliminarily Aligned	Standard 4: Relationships between Theory and Practice <i>Questions, Comments, Additional Information Needed:</i> It is unclear to the readers how the students will analyze, implement, and reflect on the relationships between foundational issues, theories, and professional practice related to teaching and learning in CI 151. Additional documentation is needed about how program design addresses the standard in the specific context of being the teacher of record. Evidence to be reviewed at the site visit:
Preliminarily Aligned	Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:
Preliminarily	Standard 6: Pedagogy and Reflective Practice

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*Status	Standard
Aligned	<p><i>Questions, Comments, Additional Information Needed:</i></p> <p>Evidence to be reviewed at the site visit:</p>
<p>More information needed</p> <p>Preliminarily Aligned</p>	<p>Standard 7B: Single Subject Reading, Writing and Related Language Instruction</p> <p><i>Questions, Comments, Additional Information Needed:</i> There appear to be two syllabi for the same course (LEE 154), both addressing somewhat different aspects of this standard. Both pay thoughtful attention to addressing the literacy needs of a wide variety of learners, but additional information is needed to support research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners.</p> <p>Evidence to be reviewed at the site visit: Request that the SV team review the two syllabi for LEE 154 to ensure that all candidates receive equitable experiences.</p>
<p>Preliminarily Aligned:</p> <p>Math, Soc. Sc, Eng, Art, Phy. Ed., LOTE, Bus. Ed, IT</p> <p><u>More Information needed in the following areas :</u></p> <p>Science, Music, Ag.,</p> <p>Preliminarily Aligned</p>	<p>Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates</p> <p>(a) Mathematics: Preliminarily aligned.</p> <p>(b) Science: More information needed on how candidates “encourage students to pursue science interests, especially students from groups underrepresented in science careers.”</p> <p>More Information needed--Reviewers are still unclear how the “Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers.”</p> <p>(c) Social Science: More information is needed on how candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.</p> <p>Preliminarily Aligned</p> <p>(d) English: Preliminarily aligned</p> <p>(e) Art: Preliminarily aligned</p> <p>(f) Music: More information needed. It is unclear from the assignments in the syllabus how candidates “ model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and develop facility in transposition.”</p> <p>More information needed: Reviewers were unable to locate the information requested above.</p> <p>(g) Physical Education: More information needed. It is unclear from the Kinesiology Tentative Course Outline how the program “balance(s) the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers.”</p> <p>Preliminarily Aligned</p>

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*Status	Standard
	<p>(h) Languages Other Than English: Preliminarily aligned. (j) Agriculture: More information needed. Readers were unable to find course syllabus. More information needed: Syllabi were not included so readers could not determine whether the program was addressing the agricultural portion of the SS Credential. (k) Business Education: Preliminarily aligned. (l) Industrial Technology: More information needed. Preliminarily Aligned <i>Questions, Comments, Additional Information Needed:</i> None Evidence to be reviewed at the site visit: Science, Music, and Ag. Syllabi for alignment with the 8b standard</p>
Preliminarily Aligned	<p>Standard 9: Equity, Diversity and Access to the Curriculum for All Children <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
More information needed Preliminarily Aligned	<p>Standard 11: Using Technology in the Classroom <i>Questions, Comments, Additional Information Needed:</i> Although content is similar, program needs to update document from old technology standard 9 to current standard 11. Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 12: Preparation to Teach English Learners <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom. <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 14: Learning to Teach through Supervised Fieldwork <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>
More information needed Preliminarily Aligned	<p>Standard 15: Qualifications of Individuals who Provide School Site Support <i>Questions, Comments, Additional Information Needed:</i> The standard requires supervising teachers to hold a valid credential with EL authorization, rather than allowing that individuals “should hold” such authorization. Evidence to be reviewed at the site visit:</p>
Preliminarily Aligned	<p>Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations <i>Questions, Comments, Additional Information Needed:</i> Evidence to be reviewed at the site visit:</p>

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