

Kremen 2010 Annual Report

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. This document has been structured to report on Kremen School's performance for 2009-2010 relative to this mission in a way that will be informative to the Provost and provide a record for faculty, staff, and students to use as a baseline to compare with past and future years. The Kremen School's goals are stated in our Strategic Plan, which was developed in alignment with the *Plan for Excellence III*. The Dean's goals were set in consultation with Dr. Nef as part of last year's evaluation.

This report details production of credentialed professionals and of awarding graduate degrees followed by a brief listing of the amazing number of service projects operated by the Kremen faculty. The third section details performance on a selection of goals for the four major categories of our strategic plan. The fourth section reports on the eight goals in the Dean's evaluation. The fifth reports on the assessment of our graduates as directed. The administrative team, in conjunction with our Assessment Committee and Research faculty is in the process of writing four scholarly articles detailing some quite interesting findings that arose as part of our assessment activities. We will share these with the Provost when completed. The report concludes with a brief report on two of the goals set during the year, the development of a self-support on-line program and cohort hiring along with a detailing of the Dean's professional activities for the year.

Kremen Goals for next year, in addition to those in our Strategic Plan, conclude the document.

Accomplishment Areas

1. Degree and Credential Production

The Kremen School successfully educated and graduated the largest number of graduate students in Fresno State history. At the hooding on May 21, 2010, 427 Kremen students received degrees including 27 doctoral candidates in the Ed Leadership program. The remarkable number of 19 out of 21 students enrolled in the first cohort of the independent doctorate graduated on time in 3 years. This percentage of program completion much less on time as scheduled is virtually unprecedented in doctoral programs anywhere. The number of graduate degrees and credentials awarded in 2009-2010 is:

Undergraduate Degree	N
Liberal Studies Degree	317
Credential Programs-Kremen	N
Multiple Subject Credential	156

Multiple Subject Clear Credential	50
Single Subject Credential	140
Single Subject Clear Credential	41
Education Specialist Credential	39
Ed Specialist Level II	41
Administrative Services Credential	67
Administrative Services Level II	9
Early Childhood Education Specialist	1
Pupil Personnel Services (PPS) Counseling	49
CalStateTEACH	106
Internships	90
Added Authorizations	64
Total Kremen Credentials	853

Other Credentials in Unit Not Kremen

PPS Social Work	11
PPS School Psychology	9
School Nurse Services	21
Speech Language Pathology	28
Agricultural Specialist	8
Total Credentials	930

Graduate Program Degrees	N
Doctorate in Ed Leadership	27
Master of Arts in Teaching	42
MS Counseling & MFT	98
MS Rehabilitation	47
MA Special Education	22
MA Curriculum & Instruction	48
MA Reading	31
MA Early Childhood	15
MA Educational Administration	97
Total Graduate Degrees	427

Use of Cohorts

To increase recruitment, better serve our constituency, and to provide economy (one professor driving out to communities instead of 30 students driving in) the Kremen School has offered on-site programs in locations where a critical mass of students could be recruited. This year 13 cohort programs were located off campus, freeing up classroom space and providing instruction in a manner calculated to have the most impact. Research on the evaluation by employer and self-evaluation of the credential cohorts show markedly superior ratings by and of these candidates as compared to our traditional, on-campus, candidates.

Off-Campus Cohorted Programs (on location in districts)

Program	Enrollment	Units
Multiple Subject Credential		
Sanger	24	34
Fresno	26	34
Fowler	23	34
COS	19	34
Educational Administration		
Clovis	23	31
Fresno	20	31
Visalia	20	31
Curriculum & Instruction Masters		
Sanger	29	30
Central Unified	17	30
Reading Masters		
Hanford Cohort	14	34
Los Banos/Firebaugh	17	34
Madera	9	34
Fresno	17	34
Master of Arts in Teaching		
On-line	29	30

2. Provided support for Service Projects and Centers

Aside from credentialing new professionals and awarding graduate degrees, perhaps the Kremen School's greatest accomplishment is that it houses and supports numerous programs that offer service to the children, schools and parents of the San Joaquin Valley as well as

innovative recruitment/service projects that increase enrollment and provide scholarships while providing service. Some originated from the Dean's Office, others just receive space, moral or fiscal support. I have shared a 32-page summary of the various projects with the Provost in the past but have attached an electronic copy also.

More than any other single accomplishment, these projects and centers define what makes Fresno State "great." Fresno State is an engaged university according to its Carnegie classification, Kremen is its most engaged school or college. Fresno State is now a doctoral granting institution, also according to Carnegie, and Kremen makes this possible.

The School's projects include:

Primarily Service Projects

- Central Valley Educational Leadership Institute (CVELI)
 - District Partnerships (18 Districts)
 - High School Network (14 schools)
 - CA Partnership for the San Joaquin Valley (8 Counties)
 - State Center Community College Future Leaders Seminars
 - Superintendent Professional Development (13 events)
- Central Valley Partnership for Exemplary Teachers (CPET)
 - Fresno Unified School District
 - Fowler Unified School District
 - Central Unified School District
 - Sanger Unified School District
- Central California Children's Institute (CCCI)
- Huggins Center for Early Childhood Education
- Central Valley Writing Project
- San Joaquin Valley Math Project
- Central Valley Science Project
- California Reading and Literacy Project
- Bonner Center for Character Education
- Turning Points Academy
- Mediator Mentors (66 schools)
- Fresno Family Counseling
- Central California Autism Center
- The Renaissance Group
- Center for Research, Evaluation, Assessment and Dissemination
- The Reading Lab
- Center for Disability Innovation
- Workability IV
- NASA Science Education Center
- Rehabilitation Counseling Evaluation Center

Both Recruitment and Service Projects

After School Programs

Teaching Fellows I Scholarships

Teaching Fellow II Scholarships

Paraprofessional Teacher Training (these 3 serve 450 students annually)

Youth to College

English Language Acquisition

California Mini-Corp

Internship Program (80-100 credentials per year)

Math Teacher Partnership Pilot

Fresno Summer Achievement Program

Math/Science Teacher Initiative

NASA Pre-service Teacher Institute

CalStateTEACH Fresno (190-200 credentials per year)

3. Strategic Plan Goals

In 2008, the Kremen School developed a strategic plan based on the university's *Plan for Excellence*. Four primary goal areas were identified: 1. Enhance Academic Excellence and Scholarship; 2. Advance Leadership for Diverse Communities; 3. Promote Diversity and a Global Perspective; and 4. Engage the Region Through Partnership Development. Each of these areas has specific objectives that are addressed in our continuing work but some distinctive achievements/issues were as follows:

- a. Establish a culture of academic excellence and scholarship for students in the graduate and credential programs..

Involve students in presentations at conferences

Over 30 students in Rehabilitation, Counseling, Special Education, Educational Administration and Reading made presentations at conferences this year

- b. Increase the number of faculty actively engaged in research.
 1. Publicize faculty publications grants and contracts
Faculty publications, grants and contracts are shared in the KSOEHD newsletter, at the Henry Madden Library, and throughout our building
 2. Develop teams of faculty to research areas of common interest
Three faculty teams are working together; LEE, CSER-Rehabilitation, and the Administrative/Assessment group.
- c. Continue Dean's funding for research and grant writing
The Dean's office has supplied a total of \$368,000 for research/release time over the last 5 years. \$100,000 has been made available for next year.

- d. Increase the number of refereed/invited publications in indexed professional journals
This is a critical goal as it is essential that Kremen have a culture of research for its doctoral accreditation by WASC. To this end both the Dean and Academic Affairs (Provost) have provided funding for support of faculty research in the form of buy-out, graduate assistants, research support dollars, sabbaticals, and other funding. In 2008-09, Kremen made a significant gain in published research in indexed journals. Unfortunately, that trend did not continue in the 2009-10 academic year. When both peer-reviewed journals and book/book chapters are counted then we maintained. The data is as follows:

<i>Year</i>	<i>Peer Reviewed Journals</i>	<i>Book/Book Chapter</i>	<i>Total</i>
2004-2005	12	7	19
2005-2006	14	3	17
2006-2007	13	0	13
2007-2008	18	9	27
2008-2009	20	5	25
2009-2010	13	13	26

The number of peer reviewed articles increased following the increased availability of research dollars. When the number of dollars decreased in 2008-09, this was followed by a decrease in articles in 2009-10.

- e. Establish and disseminate expectations for promotions
A representative committee from the KSOEHD faculty was formed. They developed a recommendation related to expectations and definition of indexed journals. The Dean accepted their recommendation and it has been shared at a Faculty Assembly meeting and emailed to the tenure-track faculty.
- f. Increase the number and dollar amount of externally funded grants
The amount acquired was thus far this year according to the latest report is \$3,070,709. A series of unfortunate events kept Kremen from having its most successful year by far.

We submitted a \$10,000,000 Teacher Residency Grant with Fresno Unified. Originally 50 were to be funded for their first year, however the Secretary of Education decided to change funding priorities and decided to award only 10, delivering all five years of funding in the first year. We ended ranked 13th. The only points we lost were on assessment. We had wanted the Center for Closing the Achievement Gap to do the assessment in conjunction with Pivot Learning Partners. Fresno Unified wanted it done locally. We submitted local assessors and were docked for this. This experienced has led to a great deal of frustration.

Our five year total is \$18,321,325. While not where we wished to be, it is still the third highest total of the eight schools and colleges at Fresno State

- g. Expand the leadership roles of the faculty
Sarah Lam was recruited to be the Assistant to the Dean and takes part in all leadership activities in the Kremen School. This both increases the diversity of opinion in the leadership team and prepares for succession of leadership within the Kremen School

Albert Valencia and Jose Lomeli were requested to design a mentoring program for males of color who may be recruited to enter teaching. \$25,000 was obtained from federal stimulus money to support this work.

Teresa Huerta, Ginny Boris, and Wally Ullrich were asked to be part of the system's core faculty for the Center for Closing the Achievement Gap.

- h. Inform faculty and students about equity issues
The administration of KSOEHD encouraged all faculty of Kremen to attend the RACE workshop (approximately 50% were in attendance). Following that presentation the Dean shared statistics, national and KSOEHD, of the hiring and promotion of tenure-track faculty in the Kremen School. A diversity workshop is planned for August 2010.
- i. Support and strengthen existing partnerships
In summer 2010 the Sanger partnership began with a new instructional delivery method, team teaching with KSOEHD faculty and an identified Sanger teacher/administrator. This elevates the leadership role of each faculty member involved (four in summer 2010).
- j. Expand partnerships: Create at least one new partnership annually
A Reading MA partnership was established with Clovis USD that will employ co-teaching of the graduate courses in 2010-2011.

4. Accomplishments related to Goals for 2009-2010

Goal 1. Balance the Kremen School Budget in light of the severe budgetary reductions.

Despite severe budget reductions compounded by the continued decrease of allocation because of the catastrophic FTES reduction of 2005, the Kremen School, due to the diligence of its budget committee and repayment of some debt, finished the year with increased carry forward.

The 2009-10 budget included carry forward of \$450,000. Our anticipated carry forward going into 2010-11 is currently \$654,000. There was no attempt to increase carry forward.

The reasons for this occurring are multiple. The major explanations include:

- Repayment of debt from CalStateTEACH of over \$115,000

- Increased reimbursements/buyouts from the Teacher Recruitment Center, Internship, and the Doctoral program totaling almost \$100,000
- Extremely conservative expenditure of funds. We used no carry forward for operating, resulting in dramatically reduced research release time and travel to present at conferences.

Goal 2. Limit FTES to within 2% of the assigned target.

The Kremen School managed its enrollment with a magnifying glass this year. We had 95 FTES from summer 2009. We closed fall enrollment when we reached within 20 of our target and let students in classes on a permission only basis, mainly students that could finish programs this year if enrolled. We ended up filling all requests and coming within 1 FTES of our fall target. Spring was, however, disastrous because of the “no new admits” policy. The Kremen School had informed the administration that we would have a dramatic short fall (because of the graduate only, one and two year nature of all our programs). We hit only 82% for spring and ended the year at 92%. For 2010-11, the Academic Affairs Enrollment Management Committee recommended that the stringent timelines and the closed spring admission imposed on the rest of campus not be imposed on Kremen due to the unique nature of its programs. The Provost and President concurred and we expect to hit our target both fall and spring as a result.

Goal 3. Work with the Kremen Director of Development in developing prospects for the Comprehensive Campaign and to provide on-going funding to support our multiple points of community engagement.

The Campaign reports produced by development show the Kremen School to have raised approximately \$1,501,000 as of February 28. The two biggest sources of were the Maxima Dandoy endowment and money donated for scholarships for teacher education students who work in after school programs and as paraprofessionals. We had two successful fundraisers, one by the Alumni Group and the Annual Community Council fundraiser at the Grizzlies, this year supporting Fresno Family Counseling. Both of these earn as much from sponsors we recruit as from the attendees. Those moneys are not yet in this years totals.

On June 8, 2010, we obtained a \$25,000 commitment from Darlene and Stan Spano to fund five years of scholarships for Multiple Subject candidates who choose to participate in our Partner School Program. The Spanos have been great sponsors of our fundraisers at the Grizzlies.

The Kremen goal for the campaign is \$4,000,000. We actually expect to reach this figure in early fall. We expect over \$1,000,000 next year for afterschool scholarships and thus truly expect to hit \$5,000,000 by the time the campaign concludes.

Our biggest disappointment this year was the failure to submit a competitive proposal to Exxon-Mobile. Our contacts with the company were sorely disappointed that the joint proposal with Engineering fell away and indicated we likely would have had the funds in

hand by now had it not. Unfortunately the Vice-President with whom our contact had the closest ties has just retired, leaving the future of that project seriously in doubt.

Total funds from development activities totaled approximately \$1,630,941 including:

- \$8,435 to the Annual Fund
- \$1,600 to the Arts in Education Project from the Bonner Family Foundation
- \$22,500 to the Bonner Center for Character Education from the Bonner Family Foundation
- \$2,500 to the Bonner Center for Character Education from Educational Employees Credit Union
- \$33,050 to the Bricks Fund from various donors
- \$2,500 to the Central Valley Educational Leadership Institute from Educational Employees Credit Union
- \$500 to the Counseling and Special Education Fund
- \$901,590 to the Dandoy Center for Academic Excellence
- \$10,000 to the Dean's Discretionary Fund from the Educational Employees Credit Union
- \$2,700 to the Dean's Discretionary Fund from Dr. Michael Giovannetti
- \$1,000 to the Dean's Discretionary Fund from The Bertha and John Garabedian Charitable Foundation
- \$2,292 to the Education Excellence Fund
- \$1,000 to the Fresno Family Counseling Center from David Gromis
- \$2,900 to the Fresno Family Counseling Center from Stanley and Darlene Spano
- \$2,500 to the Fresno Family Counseling Center from Eye-Q Vision Care
- \$5,000 to the Fresno Family Counseling Center from Educational Employees Credit Union
- \$6,190 to the John D. & Sharon Brown-Welty Endowment
- \$1,600 to Literacy & Early Education
- \$2,360 to the Louise Sorrenti Petrosino Memorial Endowment
- \$11,000 contribution to the Richter Awards of Excellence from Bud and Jan Richter
- \$3,884 to the Leave a Legacy Fund
- \$5,511 to the Mediator Mentors Program
- \$4,100 to the Sparks Memorial Fund from Richard K. Sparks, Jr.
- \$594,000 to the Teacher Recruitment Fund from California Teaching Fellows Foundation

Goal 4. Publish one article in a peer-reviewed article, submit two data based articles for publication and present at one or more national or statewide professional meetings.

Demonstrated as met in section 7 below.

Goal 5. Recruit and credential one cohort of candidates through the Multiple Pathways Single Subject Credential Program.

We obtained grant monies to support our Multiple Pathways Cohort Program and 25 students completed the first year of the program in May. The grant was:

Torgerson, C., & **Beare, P.** Multiple Pathways Single Subject Teacher Cohort Program,

Connect Ed/Irvine Foundation, \$90,000 (2009)

Goal 6. Prepare benchmarks for each area of the Kremen Strategic Plan and report to the faculty, Provost, and Dean's Advisory Council on progress.

The Kremen School's Strategic Plan encompasses the school's goals. We have not completed benchmarking all sub-goals but have highlighted the major aspects of the Strategic Plan goals in section 5 below.

Goal 7. Continue leadership roles in the CSU Education Dean Group and The Renaissance Group.

Demonstrated as met in section 7 below.

Goal 8. Plan time-line for development of an undergraduate major in disability studies and a concordant blended credential in Special Education.

Initial meetings have been held to develop the undergraduate major. The current timeline is to submit it to the faculty at the end of fall semester, 2010. Simultaneous with this is the development of a doctoral focus area in Special Education to help attract enrollment in the Ed.D. Those courses will be developed and submitted to the faculty at the end of fall also.

5. Assessment

The Kremen School of Education and Human Development assesses our programs at a variety of levels and reports to multiple entities including the university (Annual Report, Program Review...), the Chancellor's office (IAP report...), the state (CCTC biennial report...), and national organizations (PEDS, NCATE reports, CACREP reports...). At the university level, Liberal Studies and our MA programs have SOAP plans and each program has had a successful program review. This spring the Special Education program was awarded the first Provost's Award in Assessment of Learning. At the state level our credential programs (basic and advanced) are required to write a 10 page Biennial Report explaining each program's assessment system, data collected, uses of the data, and goals developed. National reports are collected annually, with much larger institutional reports required around accreditation visits; CACREP in 2011 and NCATE in 2013.

In the CSU system, the Deans of Education instituted the *Chancellor's Survey* in 2002. This data is gathered annually, disaggregated and shared with each university. The Kremen School has developed formal presentations of the data since 2005 and each program has targeted areas for improvement. Beginning in 2008, the Chancellor's Office has required formal plans; Individual Improvement Plans (IAPs). Kremen School programs have seriously considered the data and have had a variety of forums to discuss and implement changes related to the information gathered (program committee meetings, faculty forums, course-alike meetings...). Some areas have made a marked improvement, while others have not been as affected as we had anticipated thus further goals have been identified.

As a School we are researching and developing for publication four issues from supplemental data we have requested related to the Chancellor's Survey. Beverly Young, Assistant Vice Chancellor for Teacher Preparation, has indicated we are the only school in the system doing such investigations and has had us present this at meetings of the CSU Education Dean's group. The specific questions we are investigating are:

- Are there characteristics of the training program (number of units, size of program, etc.) that effect the perception of teacher quality of first year teachers by their employer?
- Are there characteristics of the schools (SES, EL, achievement level) where candidates teach when they complete their preliminary credential that effect the perception of teacher quality of first year teachers by their employer?
- Are there aspects of the training/delivery method (internship, traditional, cohorted, online) that effect the perception of teacher quality of first year teachers by their employers and by themselves?
- Are there characteristics of the candidates (ethnicity, SES, parent income, parent education) that effect the perception of teacher quality of first year teachers by their employer?

Additionally, the Kremen School is one of three programs involved in the Center for Teacher Quality's investigation of the relationship between University training programs and K-12 student achievement. We have also examined the differences in achievement between our Partner Schools where we place cohorts of credential students and similar schools in the same districts. There are marked advantages to the Partner Schools s even though this variance cannot be legitimately explained or compared except descriptively

All these issues have the potential to inform practice in teacher education nationally.

The Fresno Assessment of Student Teachers (FAST) is a distinctive achievement of KSOEHD. Our locally designed and state approved assessment continues to inform our practice. All faculty involved in the credential programs participate in the scoring and both the actual scores and the anecdotal information learned while scoring have provided a basis for changes in faculty instruction, assignments, and assessment. The FAST is also used in our IAP development and implementation. The journal, *Issues in Teacher Education*, published an article on FAST written by our faculty this year. We are currently examining the relationship between the teacher candidate's FAST scores and the Chancellor's survey scores, as well as comparison to external evaluations of their teaching performance.

Other Assessment Highlights: Even though the department reports are attached in the Appendix, distinctive findings that are related to our assessment of programs that continues to inform our practice will be highlighted. These define our challenges, and assist us in establishing future goals. Some of the assessments (SOAP related) are based on learning outcomes and others are based on program goals.

- 1. What learning outcomes did you assess this year?**
- 2. What instruments did you use to assess them?**

- 3. What did you discover from these data?**
- 4. What changes did you make as a result of the findings?**

Multiple Subject (Elementary Teaching) Credential

1. Assessed program delivery – cohort and non-cohorted.
2. Chancellor's Survey (summative)
3. Graduate self-evaluation and Employers/supervisors rated cohorted candidates as much stronger teachers – average of 10% higher number ranked as well/adequately prepared when compared to their non-cohorted peers.
4. The Dean shared this data with each credential program. Meetings currently being held to develop cohorted teacher residency programs with FUSD.

Single Subject (Secondary Teaching) Credential

1. Assessed learning outcome of our teacher candidate's skills in meeting the needs of English Learners (EL).
2. Chancellor's Survey (summative) and FAST (formative & summative); IAP goal
3. The Fresno State candidates although improving are not at the state average or the targeted goal of 85% well/adequately prepared. Noted needs of our candidates to be able to articulate and justify the use of a strategy when teaching
4. The credential faculty met and revised course activities and assignments to require candidates to explain (oral/written) their differentiated choice of a strategy to meet an EL student's academic needs.

Special Education Credential

1. Assessed teacher candidate skills in assessing students and using the information to inform instruction
2. Chancellor's Survey (summative); IAP goal
3. In 2006 employers/supervisors rated our candidates as only 50% at the well/adequately prepared level, far below our expectation.
4. The program added a stand-alone course assessment and evaluation. Teacher candidates were required to take this course. The first group of students have completed Level 1 and taught for a year and the rating by employers jumped to 94% well/adequately prepared.

Educational Administration Masters and Advanced Credential

1. Candidates tie theory to practice and candidates lead a school site system to high performance and continuous improvement
2. Candidate Survey and Potential Employer Interviews
3. Graduating students believe the program has been practice-based. They would like to see the Fieldwork component integrated more into coursework and eliminated as a stand-alone course. Students have indicated the need for more consistency in the Research course (ERA 220) and also consistency in what is to be required in the EAD

- 298 Project. Focus group discussion of area site leaders about our graduates found our students appear to be well-prepared and knowledgeable about what they will need to do as education leaders in the Central Valley to close the achievement gap.
4. Created signature assignments for each course; re-sequenced to allow ERA to be taught earlier in the schedule; and fieldwork embedded into courses.

Reading Masters and Advanced Credential

1. Improve secondary candidates instructional techniques in the teaching of reading grades 6-12 and adult readers
2. Reading Program Exit Survey and Reading Master's Questionnaire
3. The candidates indicated that they were less able to address the needs of secondary and adult learner in the area of reading/literacy.
4. Existing courses were modified to add instruction and activities related to adult learners. Program is investigating a specialized cohort of MA students focusing on secondary and adult learners.

Counseling Masters

1. Content knowledge of MA counseling candidates
2. Comprehensive Exam; Employer Survey; Faculty Discussion
3. Discovered a need to increase the teaching of the empathy skills for counselors and to focus on treatment planning and case progress notes.
4. Courses were altered to emphasize empathic skills, vignette write-ups, treatment planning and writing progress notes.

6. Other Goals created during the year.

Development of an on-line graduate program for self-support.

The Kremen School, prior to this year, had the MAT, Fresno State's only wholly on-line graduate degree as well as hosting CalStateTEACH Fresno, one of the largest of the on-line credential programs in the state. We hoped to move the MAT to self-support however Continuing Education indicated this was not possible, so it continues stateside.

The Master of Arts in Education with an Option in Reading Online is scheduled to start in the spring 2011 in special session. While we were short staffed because of furloughs, babies being born to two faculty, and death/sickness in the families of three faculty, we still managed to make progress on the Reading Master's Online. Previous to this year, we: 1) trained faculty in online teaching techniques, 2) wrote syllabi, 3) drafted a program document, and 4) got approval from the Program, Department, Kremen School of Education Graduate Committee.

This year we: 1) established agreements with Continuing and Global Education about the conditions and price of the program, 2) received program approval from the Dean, 3) revised syllabi to include rigor statements and more interactive activities, 4) Showed the program in its entirety to the Graduate Dean Karen Carey who said that it is ready for review in the first

meetings of the Budget and Curriculum Committees given minor edits, and 5) we received information from WASC about what information to submit for approval from Ellen Junn.

In the next month, the department plans to submit a copy of the full program to the Graduate Dean, Budget Committee, and Graduate Curriculum Committee. Then the program will be presented to the Faculty Senate and Provost for approval. Because the Master's Degree in Reading already exists as a masters program and we are just requesting a change in format (to online), there is no need for approval at the Chancellor or system level. We anticipate approval in the fall of 2010. In the fall we also plan to recruit for the program (with the note that we are pending approval by WASC) and pursue WASC approval. We are planning to have a cohort of students online in special session by the spring 2011.

Development of Faculty Cohorts

The Kremen School is a strong supporter of the idea of faculty cohorts, particularly because of the success we have had with student cohorts. We had hoped that the other schools would support some specific foci such as Autism or Emotional Disorders. Those topics did not receive support and the Dean's group ended with more generalized categories. Kremen is requesting a position in the Health cohort, with the hope that the proposed positions (mental health, environmental health, dietary health, and neurobiology) can collaborate with some existing faculty and identify some of the etiology behind the amazingly high rates of autism, emotional disorders, and behavior dysfunction afflicting citizens of the Valley.

7. Dean's Activities

Board/Community Memberships

Executive Board, *The Renaissance Group*, 2008-2011. (elected)
 Chair, Executive Committee, California State University Deans of Education, 2007-2012. (elected)
 Member, Assessment Committee, California State University Education Deans, 2006-2011.
 Member, Board of Directors, *Pivot Learning Partners* (formerly *Springboard Schools*), 2005-10. (appointed CSU Representative)
 Chair, 2010-11, Member, 2005-11, *University High School* Board of Trustees, Fresno CA,
 Member, *Madera Compact* Business/Education Partnership, Madera, CA, 2004-2010.
 Campus Team Leader, (CSU) *Center for Closing the Achievement Gap*, 2009-10.
 Member, Board of Directors, *Sierra Foothills Conservancy*, 2009-2011.
 Member, Board of Directors, Science and Math Education Consortium, 2008-2011.

Campus Roles and Committees 2009-10

Athletic Advisory Council
 Athletic Academic Performance Subcommittee
 Council of Deans
 Campaign Leadership Committee
 Doctoral Program in Educational Leadership Policy Board

KSOEHD Bricks Committee
University Strategic Planning Committee
CPET Advisory Committee
President's Commission on Teacher Preparation
Kremen School Community Council
Central California Children's Institute
Dissertation Committee for Tangee Pinheiro, Ed Leadership, Fresno State. Dissertation: *Outcomes of a summer institute for teachers of students with autism and emotional disturbance.*
Dissertation Committee for Abha Mishara, Banaras Hindu University (India). Dissertation: *The impact of training to educate parents on various health measures of urban slum in Varanasi and rural areas of Ghazipur district.*

Teaching

Team taught **SpEd 233 *The Special Educator as Researcher*** (with Dr. Torgerson) both fall and spring semesters. Enrollment was 25 in the fall and 8 in the spring. Additionally served as guest lecturer in two doctoral classes and two research classes.

Publications

Beare, P., Torgerson, C., & Dubois-Gerchak, K. (2010). Using video modeling to increase compliance in the general education classroom. In G. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 75-87). New York: Peter Lang Publishing Group.

Beare, P. & Torgerson, C. (2009). Where to place Wally? A special education due process case study. *TEACHING Exceptional Children Plus*. 6(2), 1-13.

Torgerson, C., Macy, S., **Beare, P.**, & Tanner, D. (2009). Fresno Assessment of Student Teachers: A teacher performance assessment that informs practice. *Issues in Teacher Education*. 16, 62-82.

Presentations

April 29, 2010 **CSU Education Deans' Spring Conference**, "The use of CTQ data for research and program evaluation purposes." San Francisco, CA

April 22, 2010 **The Renaissance Group Spring Conference**, "Designing a Teacher Residency Program: Putting our PSDs on Steroids" Kansas City, MO

April 22, 2010 **The Renaissance Group Spring Conference**, "CalState TEACH Online-Supported Credential Program: Preparing "Future Teachers from a Distance" Kansas City, MO

April 8, 2010 **Character and Civic Education** Conference, "Cognitive Responses to Emotional Behavior" Fresno, CA

February 20, 2010 **American Association of Colleges for Teacher Education** Annual Conference. "Utilizing Teacher Performance Assessment: Informing Practice, Informing Teachers, and Improving Achievement." Atlanta, GA

8. 2010-2011 Kremen Goals, in addition to the goals of the Strategic Plan.

- a. Meet but don't exceed FTES target.
- b. Maintain carry forward of approximately \$450,000.
- c. Maintain the multiple partnerships and centers housed in the Kremen School that add so much to the community.
- d. Collaborate with The Renaissance Group to develop an on-line journal, *Educational Renaissance*, hosted at Fresno State.
- e. Develop a focus area in Special Education for the Educational Leadership doctoral program.
- f. Continue to develop the undergraduate major in Disability Studies to use as a preliminary area of study for rehabilitation, counseling, or teaching. Part of this will be a blended credential in mild-moderate or moderate-severe teaching.
- g. Develop the Teacher Residency program in collaboration with local districts. Prepare a course on Reform/Residency models as a course option for the doctoral program and offer a thematic dissertation option on this topic.
- h. Foster improved inclusive atmosphere for all faculty and staff in the Kremen School and bolster the school morale in this time of fiscal uncertainty.
- i. Work closely with the Liberal Studies Review Committee and the Provost's office to raise the status of Liberal Studies across the campus by increasing awareness and communication within the campus community and representation on campus committees such as the Council of Chairs.

9. Additional Dean's Goals

- a. Maintain a high professional activity level.
- b. Successfully complete year as both Chair of the CSU Education Deans and President of the University High School Board.
- c. Submit 3 articles for publication and present at one national and one local conference.

APPENDICES

1. [Summary of KSOEHD programs and partnerships](#)
2. [Department reports, with responses to assessment questions, goals, and faculty accomplishments](#)

Programs/Projects/Centers/Partnerships
Central Valley Partnership for Exemplary Teachers (CPET)

Jeanie Behrend
Jane Moosoolian

The Central Valley Partnership for Exemplary Teachers (CPET) is a collaboratively operated, field-based program that aims to better prepare Multiple Subject teacher candidates and currently-practicing teachers to meet the challenges and take advantage of the opportunities presented in Title I schools. The University and participating districts serve as partners striving to affect five areas of concern: student learning, educator preparation, professional development, curriculum development, and research inquiry. The program was first implemented in Fall 2005.

CPET is housed in the Kremen School of Education and Human Development and is co-directed by two faculty members in the Department of Curriculum and Instruction. The Governance Council, consisting of representatives from the University and from each partnership, meets at least twice a year to consider issues related to the implementation of the partnership.

In its fourth year of operation, CPET currently has four partnership cohorts (Fowler, Sanger, Central, and Fresno) and has served approximately 80 students this year. With a new cohort, the Fresno partnership's emphasis was on developing a shared vision for teacher preparation between university and district personnel. Activities included: (a) regular meetings with a leadership team consisting of university and district faculty, (b) two district Teachers on Special Assignment (TSAs) attending and assisting with several university classes, (c) university faculty accompanying district administrators to observe newly implemented programs in elementary classrooms, (d) the two TSAs working with student teachers to develop data-driven lessons.

CPET continues to expand connections with the after school programs. As part of their field work requirement the student teachers in Fowler spend at least 30 minutes one day a week with an assigned student in the after school program. The principals, teachers, and university supervisor have commented on how well this approach is working.

As a result of CPET contacts, teachers from two partner districts are working toward master's degrees in curriculum and instruction with classes at the school sites. The Sanger master's cohort has about 30 students and the Central master's cohort has about 20 students.

The CSU Systemwide Evaluation of Teacher Education Programs, including exit surveys and surveys of program graduates and their supervisors, now provides separate results on partnership cohorts as well as on the general Multiple Subject Program participants. This is the first year data from these surveys has provided information on how partnership cohort credential graduates compare to non-partnership candidates. Referring to the CPET cohorts in the January 30, 2009 *Improvement and Accountability Report* sent to the

Chancellors office from Dean Beare, the report states, "Cluster scores in every area, with the exception of 'preparation of subjects other than reading and math' and 'educational technology', exceeded 92% for well/adequately prepared on the supervisors' ratings. With the same two exceptions, the teacher self-ratings of their preparation exceeded 85% well/adequately prepared in every cluster." These cluster scores are higher than the non-cohorted participants in all areas.

The Turning Points Academy (TPA)

Jody Daughtry

Many high school student want to go to college but think, "I'm scared?" The Turning Points Academy (TPA) takes care of this fear by giving high school juniors the chance to experience college classes and life while still in high school.

Turning Points Academy is the oldest of all the Small Learning Communities at McLane High School in Fresno Unified School District. It began in 1994 when McLane Principal Frank Silvestro, with the help of Kremen School professor Jody Daughtry, started a partnership with the Kremen School of Education at Fresno State. Every spring since 1994 a group of approximately 140 McLane students have spent a semester on the Fresno State campus taking both high school and college classes.

During the Sophomore year of high school, the TPA takes multiple field trips both locally and across the state to colleges and universities. UC Berkley, UCLA, USC, UC Santa Cruz and UC Merced have all been colleges that TPA students have visited. These trips give students the opportunity to see college campuses and become more motivated to achieve highly while still in high school.

During the Junior year of high school, students begin attending Fresno State. Students have choices in different college classes to take including, Theater, Literacy, Kinesiology, and Foreign Language. Students also have full access to the college library and other learning labs. Students tend to become more mature and serious about their education as they spend time around the other college students. In fact a research study conducting in 2004 found that TPA students, when compared to their peers at McLane, were more likely to graduate and go on to a 4-year college.

The senior year is spent taking classes independently at CSUF or FCC in preparation for full admission to the University life. Students earn college credit – at no cost and learn all the ins and outs of attending college. Students follow a college schedule and enjoy all the benefits of being a student at CSUF. Students also have the option of attending ROP classes at either Duncan Polytechnic School or the Center for Advanced Research and Technology. These opportunities allow students the opportunity to explore career fields such as law, nursing, bioengineering, technology and many more.

There are many activities, events and celebrations that students are able to participate in at CSUF. Turning Points Academy students enjoy a flexible schedule, new friends, and being part of a family of teachers and students.

Below are the high school graduation figures for one year (2004-05), of students who attended TPA as a junior versus students who stayed on the McLane campus.

TPA	Graduated	Not Graduated	Total
N	90	2	92
%	97.9%	2.1%	100%
Non-TPA			
N	107	37	144
%	76.4%	23.6%	100%
Difference in %	21.5	-21.5	0

Though not an experiment in the strictest sense, this quasi-experimental design clearly demonstrates an advantage for students who volunteer for the Turning Points experience.

Beginning Teacher Support & Assessment (BTSA)

Janine Quisenberry

The goal of this program is collaboration with our BTSA/Induction colleagues who work with new teachers in every California school district to increase the effectiveness of our teacher preparation program, and to provide a seamless transition from Teacher Preparation to BTSA/Induction.

The BTSA/Induction programs are approved by the California Commission on Teacher Credentialing to grant Multiple and Single Subject Clear Credentials to teachers in the State of California. Fresno State programs are approved by the California Commission on Teacher Credentialing to grant Multiple and Single Subject Preliminary Credentials. It is important that the two entities work together to meet CCTC standards and also avoid redundancy.

A faculty member, is a State Senior FACT (Formative Assessment for California Teachers) Trainer for Support Providers (mentors for new teachers). She has been a Lead Reviewer for a team that completed a Program Assessment/Site Visit of a BTSA/Induction Program which reported results to the California Commission on Teacher Credentialing. She also served as the KSOEHD Induction Coordinator who worked closely with various districts as they wrote to meet new standards. Several other faculty members also serve on various advisory committees and the Central Valley Regional Network committee.

Several faculty members have sponsored a support effort for participating teachers (1st and 2nd year teachers) and support providers by offering low-cost units of credit through Fresno State office of Continuing and Global Education. This effort, coordinated with the BTSA Directors in the Central Valley area, is a way of supporting and validating the important functions performed by beginning teachers and their support providers through their induction program. Fresno State faculty gain valuable feedback from participants regarding their experiences as 1st and 2nd year teachers. It provides data about their challenges, successes, and suggestions for how to make our teacher preparation program more effective. Additionally, information is shared with BTSA Directors and faculty as outcome assessment data. This information is particularly important to the teacher preparation programs as faculty continue to modify and refine programs to meet CCTC/NCATE standards.

Formal and informal feedback from the community helps faculty to make adjustments in their courses. We have invited feedback by extending an invitation to the BTSA community to help us score the FAST (Fresno Assessment of Student Teachers) that is one of the Teacher Performance Assessment programs mandated by the state. Faculty from the Kremen School of Education and Human Development also volunteer to help score the BTSA/Induction Portfolios that are completed by first and second year teachers in our community. To avoid redundancy and deepen understanding of common standards faculty members have met with directors of the BTSA/Induction programs to discuss the ways they are being met in their programs. Fresno State has hosted BTSA Networking Meetings on campus. Numerous faculty members are BTSA/Induction advisory board members in the Central Valley. These collaborative efforts have resulted in strong links between the BTSA/Induction community and the Kremen School of Education and Human Development.

Several faculty members attend the annual Institution of Higher Education Forum for the Central Valley BTSA/Induction Region to give a report and invite feedback. This forum has proved to be an excellent way to communicate with the people who hire the beginning teachers in our service area.

In the last year, BTSA accomplished the following:

- One BTSA Director served as a voting member of KSOEHD Multiple Subjects Review Committee.
- Approximately 9 faculty and staff serve as advisory board members and/or attend other committee meetings with our BTSA/Induction colleagues.
- 445 participants (participating teachers and support providers) enrolled in the Fresno State Extended Education classes this past academic year.
- Feedback from participants and BTSA/Induction Directors is overwhelming positive related to our school's participation with their induction efforts.
- 25 BTSA/Induction colleagues helped score our FAST Teacher Performance Assessments in the Spring 2009 scoring session.
- Target questions were added to the student survey in hopes of providing data for program improvement in the area of At Risk Students.

Mediator Mentors

Pam Lane-Garon

Karen DeVoogd

The mission of Mediator Mentors Project is to teach and nurture respectful conflict resolution skills in youth and in future helping professionals through direct instruction, guided practice and cross-age mentoring relationships. The program **vision** is focused on supporting conflict resolution education at all developmental levels for the purpose of affecting peaceful and productive problem-solving in our communities and world. Specifically, Mediator Mentors engages university students who are interested in teaching, counseling and other helping professions in the development of school-based peer mediation programs. Mentors and mediators, site teacher leaders and administrators are trained (ten to twelve hours) of communication and conflict resolution skills and strategies. The resulting University-Public School partnerships currently number **62** throughout Sanger, Clovis, Fresno and Central Unified School Districts. Consultation with the Kremen School Mediator Mentors team is offered for the life of the programs. There is no charge for the training because this teaching is central to the mission of the School of Education and Human Development. However, schools are asked to support a \$500 per semester stipend for their Mediator Mentor. Students in grades 3-8 come to Fresno State for two days of training and again in May for a yearly celebration of their service to their schools. The Mediator Mentors Project has been in existence since 1998 and has served over **5,000** teachers and children since its inception.

As an example of this partnership, **in Fall 2008**, Mediator Mentors trained administrators, teachers and students from the following schools: Bullard Talent, WAMS, Jefferson, Madison, Centerville, Quail Lake, Fairmont, John Wash, Lone Star, Lincoln, Wilson, Balderas, Regan, Jackson, Calwa, Wolters, Terronez, Maple Creek, Mountain View, Kratt, Sequoia, Yosemite, Kings Canyon, Ahwahnee, Homan, Ayer, Winchell, Sanger Academy, Polk, Polk After School Staff, and ten Clovis Campus Club Site Staff. With only training time considered, this represents over 300 hours of faculty time. The After-School focus was a special effort that contributed to continuity for students who used peer mediation during the school day, but had no opportunity to practice interpersonal conflict resolution after school. Clovis Child Development Department supported stipends for all Fresno State Students who served as Mediator Mentors in the after school programs at ten sites. In addition, peer mediation programs were developed in thirteen Sanger schools this semester. Mediator Mentors facilitated multiple trainings for Campus Club and Teaching Fellows. University Student Mentor trainings were held twice this semester. In addition to training activities, Mediator Mentors presented research at a National Conference (Association for Conflict Resolution, Austin Texas). The subject of this presentation has also been submitted for publication to the Journal of Career Development.

In Spring 2009, Mediator Mentors trained administrators, teachers and students from the following schools: Pinedale, Scandinavian, Aynesworth, Olmos, St. Anthonys, Tehipite, Sequoia, Del Mar, Robinson and Lincoln (Clovis). University Student Mentor Trainings

were held twice and mentors from Bullard and Polk co-presented with the Project Director at the Annual Character Education Conference at the Fresno Civic Center. In April, Mediator Mentors facilitated training at the request of *Encourage Tomorrow*, a local nonprofit group that links adult members of the community with mentees in Fresno Unified. On May 19, Peer Mediators and their teachers and administrators returned to campus for the 7th Annual Mediator Appreciation Day in which students were celebrated for their service to their schools.

One thousand, two-hundred-sixty students participated in communication and conflict resolution education activities this academic year. **Two-hundred ten teachers** and administrators also participated in the training with sixty-two University Student Mediator Mentors.

Teacher Internship

Rich Firpo

The Teacher Internship Program (TIP) at California State University, Fresno offers Final Student Teaching to qualified individuals through an alternative certification program in Multiple Subject, Single Subject, and Special Education credential areas. This allows school districts the opportunity to employ qualified individuals to teach under a teacher internship credential while enrolled in a teacher preparation program. The program enables students completing their credential program to experience a real world school setting, earn salary and health benefits, while being supported by university and school district personnel. The TIP allows school districts to meet the requirements of the CCTC and NCLB by employing teachers working with an authorized credential as opposed to an “emergency permit.” The Teacher Internship Program enables the university to shape productive partnerships with 105 school districts in the Central Valley.

The Teacher Internship Program (TIP) concluded the 2008-09 academic year with **87 interns** completing the program. Of these interns **9 were multiple subject interns, 47 single subject interns, and 31 were special education interns.** The TIP had partnership agreements with 105 school districts in the five county service area that included Madera, Mariposa Fresno, Kings, and Tulare Counties. Interns participating in the special education credential program continue to grow. Student diversity among interns during this past academic year was seen in the following figures: **African Americans – 3; Asians – 3; Hispanics 19; Anglos – 62.**

The Teacher Internship Program received \$289,523 from the California Commission on Teacher Credentialing (CCTC). This money was awarded from a grant application written by the TIP to operate the program. The TIP continued its recruiting program through the use of orientation programs at various districts as well as at the university. The TIP focused recruiting efforts on paraprofessionals working in special education classrooms. In evaluating the above accomplishments, the TIP is pleased that we continue to maintain our student numbers in spite of budget problems at the university and in districts. Districts continue to work effectively with our program and are pleased that the internship credential is compliant with NCLB legislation.

CalStateTEACH

Robin Chiero

CalStateTEACH is a statewide Multiple Subject (Elementary Ed) Program accredited by the California Commission on Teacher Credentialing. Teacher candidates complete all coursework online and work with an assigned CalStateTEACH faculty. The KSOEHD houses one of the four CalStateTEACH Regional Centers; the Fresno Regional Center includes the San Joaquin Valley, the Central Coast, Northern California, and Eastern California, reaching all the way to Oregon. It allows candidates to remain in their home community, with their family, while completing the teacher preparation program.

Teacher candidates work in a small cohort guided by a faculty mentor whose responsibility is to serve each individual as a coach, advisor, and evaluator. The faculty mentor visits classrooms to observe teacher candidates in action and provides facilitation for completion of course assignments and instruction. The curriculum integrates coursework and field experience in four 10-unit courses. Course content is “distributed” to students via study guides and textbooks (both in print and online), CD-ROM, video, online discussions, and onsite and “virtual” supervision. The program credentialed over 200 teachers last year, having no small effect on the largely rural constituency districts where the students reside.

Office of Teacher Recruitment

Steve Price Anne Murphy

The Office of Teacher Recruitment’s (OTR) overall purpose is to increase the quality and diversity of teachers in Fresno County, with emphasis in teaching English language learners. The focus is student recruitment and retention through individual support services. This is in direct alignment with the Kremen School of Education mission and purpose.

OTR programs are guided by an Advisory Council representing Liberal Studies, Internship Office, Fresno Unified Human Resource Development, Fresno County Regional Occupational Programs, K–12 Districts and Fresno Community College. It consists of six different programs all in partnership with local schools, all designed to improve and diversify educational opportunity.

The **English Language Acquisition Program (ELA) and the Paraprofessional Teacher Training Program** produce bilingual teachers for school districts in Fresno County, which has a population of more than 50,000 students who are limited in English language proficiency. The purpose is to develop and maintain a career ladder that enables high school graduates and school paraprofessionals to become certificated bilingual teachers. Due to current shortages, recruiting bilingual special education teachers and

teachers of Math and Science is a special effort of the program. Scholarships and support services are offered through an on-campus “one-stop shop” (Paraprofessional Teacher Development Center). Participants are high school seniors completing the Fresno Regional Occupational Program's Careers in Education; paraprofessionals enrolled in Fresno City College's Education Career Track; and other para-educators within the University's service region who are eligible to enroll in teacher preparation. Program benefits include tuition, books and participation in a Paraprofessional Academy, which provides professional development focusing on leadership

Two hundred thirty two (232) paraprofessional participants have been recruited and enrolled in the programs. Languages represented are Spanish, Hmong, Lao, Hindi, and Punjabi, as well as American Sign Language. All participants have individual academic plans and are enrolled in courses which apply to an appropriate degree and/or credential. All participants attend cohort meetings and a Paraprofessional Academy one or two Saturdays per month. Articulation is in place with community colleges and MOU's established with participating school districts which enhance and structure collaboration.

A highlight of the program has been the recruitment of more than one hundred fifty (150) promising high school graduates, known as **Teaching Fellows**, with career goals in bilingual teaching. These students are enrolled in one of the OTR funded programs, (ELA or PTP) meet high academic and personal qualifications, and are employed as paraprofessionals during their college years, giving them thousands of hours of classroom preparation before they are credentialed to teach.

Strong collaboration exists among Fresno County Office of Education, local school districts, community colleges, the University's internship programs, and two state-funded Paraprofessional Teacher Training Programs. These program links all support success and expand opportunities for our bilingual career ladder participants.

Paraprofessional Academy for career ladder participants is held one or two Saturdays per month during the academic year. Participants earn three academic units per semester. The Paraprofessional Academy provides a comprehensive curriculum in-service training model that provides a sustained program of training that allows participants to experience workshops in diverse areas. The focus is on literacy instruction, academic language, assets based youth development, and leadership. The special training along with peer collaboration and supervisor input contributes to the exceptional value of the Paraprofessional Academy. Development of literacy skills and instructional use of English are high priorities.

Support services offered through the Paraprofessional Teacher Development Center for Career Ladder participants include:

- Individual attention to personal needs related to program participation.
- Administration of tuition payment and book stipends related to program participation.
- Meeting with University financial aid counselors during the first semester.
- Academic advising sessions to include assistance in filling out admission applications.

- Development of an individualized academic plan leading to bilingual and special education teaching certification.
- Tutorial assistance as needed in coursework and for the required CBEST and RICA exams.
- Mentoring by experienced teachers at school where he/she is working.
- Paraprofessional Academy for peer support, program continuity, and academic enhancement.
- Assistance with transition from community college to university.

Teaching Scholars are outstanding college students who want to mentor youth and model a college going attitude to under-represented 1 – 12 students. They accept positions in after school programs and organize all required components of ASES and 21st Century After School programs by providing homework help and academic time, enrichment, and physical activities with a focus on healthy life choices. They also staff alternative education centers and Math and Literacy labs in Fresno and Central Unified school districts. Teaching Scholars attend monthly professional development and some are eligible for scholarship funds to become credentialed teachers. Teaching Scholars reflect the diversity of the Central Valley. Eighty percent speak a second language and most are first generation college students. Six hundred students participate in this program.

Teaching Fellows are identified in high school through the Fresno County ROP Program: Careers in Education. Select high school students who commit to teaching join the Teaching Fellows Program and receive an annual scholarship of \$1500. They attend a cohort class and monthly professional development classes. They receive academic advising and are placed in paid positions in local schools, ultimately earning thousands of hours of pre-service OTJ experience prior to entering the credential program. Teaching Fellows have opportunities to partner with the NASA/AMES Research Center for two weeks of onsite training in Math and Science. They also have an annual opportunity to earn three units of credit through summer study/travel.

Youth to College Initiative (Y2C) is funded through the California Campus Compact and Learn and Serve America. The Office of Teacher Recruitment partners with the Office of Civic Engagement and Service Learning in a three year project to encourage an interest in college attendance by disadvantaged high school students who might not otherwise consider future participation in higher education. Thirty (30) under-represented college students are providing mentoring, college advisement and tutoring to fifty McLane high school sophomores and juniors in Club 2009 (2009 being the year the students will graduate).

After School University (ASU) is a partnership with Fresno Unified School District which enrolls three hundred elementary students in a four week summer University experience promoting academic achievement and a college going culture. Data shows an increase in standardized testing in Reading and Math for students who participate in ASU.

Lottery Funded Teacher Recruitment

Jody Daughtry

The purpose of this program is to increase the number of teachers, especially mathematics and science teachers, in the University's service area. This program provides scholarships and reimburses test fees for students who are enrolled in programs at the University that lead to a teaching credential. First priority is given to students who are working toward credentials authorizing them to teach mathematics and science. In keeping with the university's mission of *engaging with the region*, the Teacher Recruitment program works in collaboration with K-12 school districts to help recruit teachers. It is hoped that these efforts to recruit and train teachers in high need areas such as mathematics will result in fewer students needing remediation once they reach the university.

This program has continued to increase the number of teachers in the University's service region. To this end, 23 scholarships were awarded to University students; 16 students were reimbursed for credential-related test fees; and 50 high school students attended an overnight *Teachers of Tomorrow Leadership*.

California Mini-Corps

Lilly Lomeli

Jose Mejia

The California Mini-Corps Program at California State University, Fresno is unique in that it consists of two components or cohorts with each able to carry up to twenty-five participants per semester. These components are currently known as C.S.U., Fresno Mini-Corps Programs #1 & #2. This school year 61 Mini-Corps students were selected to participate and provide services to Fresno County and Fresno Unified School Districts. These Mini-Corps students are placed in schools that are highly impacted with migrant students. In the 2008-2009 school year, the program served 13 school districts, 37 schools, and assisted 226 teachers in grades K-12 in Region IV, Fresno County, which is our designated service area. A strong emphasis of our involvement was in collaborating with regional migrant and district personnel to prioritize and provide direct instructional services to those students meeting the Priority for Services guidelines in the regular school year program and migrant inter-sessions.

In addition to providing direct instructional services, Mini-Corps students also receive extensive in-service training through a university course and educational workshops, which emphasize methods and techniques for assisting migrant children. This year we implemented a 20-hour literacy training module, which included the areas of: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Text Comprehension, and "Step Up To Writing", and a 20-hour math enhancement training seminar and an additional 20 hrs that focused on instructional methods and strategies. C.S.U., Fresno Mini-Corps students are required to compile a professional portfolio, complete a

reflection paper, complete a self-analysis on a videotaped lesson, organize subject matter and workshop materials in a curriculum binder, and participate in community service activities.

In 2008-09 Mini-Corp had the following major accomplishments:

- 100 percent of the students who completed our program were hired by various school districts or county agencies.
- Throughout the year, students have participated in numerous community and university functions such as: Character and Civic Conference, C.S.U., Fresno Teacher Fair, Big Brothers and Big Sisters Programs, the Regional Migrant Parent Advisory Committee meetings, and the Annual Regional Migrant Parent Conference.
- Approximately 75 students participated in our inservice training program for the 2008-2009 academic school year. Because of the collaborative nature of our program we were able to network with the Teaching Fellows program.
- 13 Mini-Corps students received major scholarships.
- A large percentage of students were honored academically by achieving a 3.5 or better G.P.A. and making the Dean's List.
- Tania Sandoval, Mini-Corps student, was selected as the 2009 Dean's Medalist (outstanding graduate of the Kremen School for the year)
- A total of 17 students will graduate in the 2008-2009 academic school year.
- Our 61 students logged over 21,000 hours in the classrooms and provided services to approximately 1,300 migrant students in grades K-12.

Fresno Family Counseling Center (FFCC)

**Chris Lucey
Juan Garcia
Kyle Weir**

The purpose of Fresno Family Counseling Center is to provide low-cost high quality counseling services to the community, in general, and to Fresno Unified School District students and their families, in particular, per the Memorandum of Understanding with FUSD in 2006. In return, the Counseling Department and the Marriage and Family Therapy Program are able to provide highly structured, intensely supervised training in marriage, family, and child counseling and therapy. The FFCC is an actual practicum course, which partially fulfills the requirements for the degree program, requirements for the Board of Behavioral Science, and the national accrediting body, CACREP. The program advances the university's goal to collaborate with the community with activities beneficial both to the community and the university.

This past year FFCC has remained at our facility at the corner of 1st and Dakota in the Central Fresno metro area, but still within the FUSD. It is relatively close to CSUF and centrally located in the FUSD.

FFCC is housed administratively within the Kremen School of Education & Human Development in the Department of Counseling, Special Education, & Rehabilitation under the MS in Counseling with an option in Marriage and Family Therapy Program. FFCC is fiscally administered through the California State Foundation where monies from client payment and related income are deposited and from which part time employees are paid as well as required office materials and computer/copier needs are purchased. FFCC is located at 3756 N. 1st Street in Central Fresno.

One of the major accomplishments for FFCC was being awarded a contract grant from the US Department of Education in conjunction with Firebaugh-Las Deltas Unified School District. FFCC will provide COUN 239 field placement MFT trainees to serve in Firebaugh schools. Also, FFCC faculty/supervisors will provide training to Firebaugh-Las Deltas Unified School District administrators, faculty, and staff. Lastly, part of these contracted services includes the supervision needs of the FFCC MFT trainees. The grant included a sub-contract for \$93,700 per year for three years to FFCC for these services.

FFCC also continued a collaborative research venture with the Theraplay® Institute in Chicago, IL. The Theraplay® Institute sent trainers (Dr. Phyllis Rubin in the fall 2007 semester and Sandra Lindaman, MSW in the spring semester) to train students in a sections of practicum beginning in the fall 2007 and continuing through fall of 2008. This in-kind training grant is valued at over \$20,000. Students then provided specialized play therapy sessions (Theraplay®) that focuses on attachment issues in the parent-child relationships. Adoptive families during the fall 2008 semester in the community were provided a semester's worth of Theraplay® sessions. The families were given instruments at the beginning and end of the semester to measure clinical progress. Despite some attrition problems, the research looks promising. It is anticipated that research will be continuing in the 2009-2010 academic year.

During the past academic year FFCC has trained approximately 60 MFT trainees many of whom are currently in their last semester of the program and will be graduating soon from the program with an MS in Counseling. Of 60 MFT trainee students all of them have successfully completed the requirement and are now in the last phases of their training. This facility allows us to add a section of 8 to 10 trainees per section, as there is more room and more slots open to see clients. The facility allows us to schedule up to 20 clients per evening or in the fall and spring semesters up to 80 clients per week. Of course, not all clients show up, but the potential for number of client provided services is significantly higher.

July, 2008 through May 11, 2009 FFCC recorded approximately 1,300 counseling sessions (a significant increase over last year's 890 session and three times as many as the 425 sessions offered in the 2006-2007 academic year) with 648 unduplicated clients (compared to 268 last year). It should be noted that students are intensely supervised in vivo at FFCC by reputable licensed faculty and their sessions are of high caliber and quality.

San Joaquin Valley Mathematics Project

Carol Fry Bohlin

The San Joaquin Valley Mathematics Project (SVJMP) is in its 20th year of providing K-12 teachers, pre-service teachers, and university mathematics educators throughout the Central Valley with a wide variety of high quality professional development and leadership opportunities designed to increase their knowledge of mathematics and their effectiveness in teaching the subject. SVJMP has also started to do some work with mathematics teacher recruitment and retention.

The Project's Principal Investigator (PI) and two Faculty Advisors (FAs) are members of the Fresno State faculty. Dr. Carol Fry Bohlin (PI) is a professor in the Kremen School of Education and Human Development, and Drs. Rajee Amarasinghe and Agnes Tuska (FAs) are professors in the Department of Mathematics. The current full time Director of the SJVMP is Lisa Portela.

The SJVMP director and administrative assistants (Alyssia Villalpando and May Lee) share office ED 469 in the Education building and are supported by the office of Curriculum and Instruction Department. CSUF facilities such as the Smittcamp Alumni House, Peters Building, ED 400, ED 10, and ED 390 are regularly used for SJVMP-sponsored professional development activities.

The SJVMP serves Region 7, which includes Fresno, Kings, Madera, Mariposa, Merced, and Tulare Counties. Since July 1, 2008 the SJVMP has sponsored 48 programs, serving 452 distinct participants for a total of 24,950 program contact hours.

These events have included work with the following:

The **2008 Summer Leadership Development Institute** included two weeks of intensive training in content, pedagogy and leadership in mathematics attended by a very dedicated group of 19 teachers. The focus of the 2008 Summer Institute was problem solving to achieve the K-12. Participants demonstrated growth on a pre and post survey of content knowledge and pedagogy. This event met the CSMP goals of leadership development, content enhancement, and building community.

The SJVMP continues to provide a professional home to teacher leaders and alumni with our Annual **Winter Leadership Retreat**, "Designing Professional Development for Teachers of Mathematics," cosponsored by SJVMP and the Cal Poly/CSU Bakersfield Mathematics Project. We succeeded in providing powerful professional development on workshop facilitation for 37 of our alumni and staff, as well as for 3 CSU faculty. This event met the CSMP goals of leadership development, and building community.

Region VII mathematics teachers and teacher leaders are given the opportunity to subscribe to the *California Online Mathematics Education Times*, **COMET**

(<http://cmpso.org/comet>), a weekly online mathematics education news journal sponsored by the California Mathematics Project and produced by Dr. Carol Fry Bohlin. COMET keeps mathematics educators and educational leaders updated with useful and timely information on current educational issues, web resources, professional events and opportunities, and news articles from California and across the nation. COMET has been in publication since January 2000, and every issue is archived at <http://comet.cmpso.org/>, which includes a search feature for the archives. Each week of publication, COMET is sent directly to all CSU mathematics educators; all CMP directors and PIs; all CAMTE members; and CMC, CDE, and CISC leaders. In addition, it is sent to numerous UC mathematics educators, community college math educators, and national mathematics educators (AMTE, NCTM, NCSM, TODOS, etc., leadership). Approximate weekly circulation is over 5000. COMET is published every week that CSU, Fresno is in session.

SJVMP-STIR (Supporting Teachers to Increase Retention) serves a cohort of 25 middle and high school mathematics teachers from our 4 partner districts: Reef-Sunset, Coalinga-Huron, Caruthers, and Riverdale. We offered choices for the summer intensive experience. Teachers needing to pass the CSET exam to become “highly qualified” could attend coursework over the summer. We also held a 5-day **STIR summer intensive institute** at which they could choose an algebra or geometry focus. Teachers attended one day of follow-up during the fall semester, including some content, networking and reflection on the Lesson Study experience. They also attended two days of the California Mathematics Council (CMC) Southern Section Conference in Palm Springs, and participated in one round (12-16 hours) of on-site work during the fall semester, doing **Lesson Study**. Teachers in this project continue to take yearly pre and post content assessments, complete online reflection logs, and have Lesson Study lessons archived by video. This evidence shows continued growth in content and pedagogy by the participants. This program meets the CSMP goals of content enhancement, licensing goals, leadership development, and building community.

Mathematics Understanding Learning and Teaching (MULT) Project: This summer was the first summer intensive for this 4-year research project funded by the CPEC ITQ Grant Program. Nearly 50 K-2 teachers, principals and teacher leaders were in attendance. The participants are from four high-need partner districts, Chowchilla Elementary, Riverdale, Laton, and Robinson Elementary of Fresno Unified. During the fall semester the teachers engaged in their first round of lesson study, spending 12-16 hours working collaboratively on-site to plan and teach lessons. Melanie Wenrick is the PI and CGI instructor on this project. Teachers in this project continue to take yearly pre and post content assessments, attitudinal surveys, and have Lesson Study lessons archived by video. They have shown significant growth in content knowledge and mathematical pedagogy. This program meets the CSMP goals of content and pedagogical content enhancement, and building community.

The SJVMP is a partner in two ***California Mathematics and Science Partnership (CaMSP) Grants***. The Sanger/Kings Canyon Research Project and the Washington Union consortium each serve 40-50 grades 5-9 mathematics teachers by providing mathematics content and pedagogy instruction and facilitation in Lesson Study. SJVMP

Faculty Advisors taught content in a one-week intensive summer institute for each of the projects, while teacher-leaders facilitated the lesson studies through the school year. Members of the CSUF Mathematics Department supported teams as observers and mathematics experts throughout the process. Content and pedagogy assessments were administered before and after the 5 days of intensive instruction. Teachers have shown some growth in these areas. These programs meet the CSMP goals of content enhancement, leadership development, and building community.

The SJVMP is a partner with MSTI in providing teachers with courses to prepare teachers to pass subtests 1 and 2 of the **mathematics CSET** exam and a mathematics methods course to help teachers earn a foundational credential in mathematics. The courses were taught by mathematics department faculty. Nearly 70 distinct participants have been served by the 5 programs offered in the past year. There is not a formal method for tracking the number of students that pass the CSET subtests, but we have heard of good results. Plans are in process to begin collecting this data. This program meets the CSMP goal of helping teachers to become “highly qualified”.

Mathematics Professional Book Chats were held in Tulare County to support teachers reading current material in mathematics education. This helped about 40 teachers earn follow-up credit for SB 472 training and a college credit for professional development. Teachers expressed enthusiasm about this project on feedback forms. This program meets the CSMP goals of pedagogy enhancement and building community.

The **Region 7 California Subject Matter Projects** (CSMPs) have met periodically to look at the great needs in our region. Recent discussions have been regarding a collaborative regional effort to provide content specific support to regional Beginning Teacher Support and Assessment (BTSA) programs.

The Fresno County Office of Education has partnered with SJVMP and the Kremen School of Education and Human Development to hold the regional **MATHCOUNTS** competition for middle school students from 12 area schools on the CSU, Fresno campus.

Base state and federal funds received from UCOP serve to support the infrastructure of the SJVMP. Financial support for the Sanger/Kings Canyon and Washington Union partnerships come from CaMSP grant funding. Financial support for the SJVMP-STIR project is through a \$396,000 sub-grant given over three years by the California Mathematics Project. The master grant was awarded to the CMP by the California Post-Secondary Education Commission Improving Teacher Quality (CPEC ITQ) Program. SJVMP-MULT is funded by a \$974,959 grant given over four years by the CPEC ITQ Program. Additional income generated from school districts to support SJVMP activities is deposited to the SJVMP trust account at the CSUF Foundation to further support Project activities and infrastructure. All monies are expended on Project-related activities and staff compensation/salaries.

San Joaquin Valley Writing Project

Joanne McKay

The San Joaquin Valley Writing Project is celebrating 30 years of service to the teachers and students in the San Joaquin Valley. Since 1979, the San Joaquin Valley Writing Project (SJVWP) has been dedicated to improving the quality of writing instruction in grades K-college in Fresno, Kings, Tulare, Madera, and Mariposa Counties. Each year a cadre of exceptional classroom teachers is selected through an interview process to participate in the Summer Invitational Institute at California State University, Fresno. Then these teachers become Teacher Consultants (TCs) in the SJVWP and continue to work with the writing project in a variety of ways. TCs continue their own learning about writing instruction and provide staff development and other types of mentoring in area schools.

The SJVWP supports four types of programs for teachers:

1. Invitational programs to train exemplary teachers to become Teacher Consultants and work with the SJVWP throughout their professional careers.
2. Continuity programs to provide additional training for Teacher Consultants.
3. Open programs for pre-service and practicing teachers to provide training on teaching writing more effectively. Types of programs include staff development programs in schools, district- and county-wide programs, and courses taught at California State University, Fresno.
4. Partnerships with low-achieving schools to solve identified instructional problems.

In addition to the above programs, the SJVWP runs summer writing programs for children and adolescents in area schools in our summer writing camps and a family literacy program for parents and students.

The SJVWP provides the following services that directly contribute to and support California State University, Fresno Teacher Education programs:

- Recruitment of teachers for master's degree programs and advanced certificate programs through the Summer Invitational Institute and open programs.
- Masters' students may qualify for up to 6 units of credit toward their degree if accepted into the Summer Institute.
- Many of the SJVWP programs are offered for academic credit through Extended Education.
- Collaboration with the other California Subject Matter Projects housed at California State University.
- Collaborating with faculty in the Literacy and Early Education Department and co-sponsoring the annual Chavez Education conference for teaching credential students, practicing teachers, and community leaders.

Programs for the last year have included:

Summer Invitational Institute

Young Authors' Program
Family Literacy
Continuity Programs
Professional Development Inservice
Partnerships
National Writing Project Activities

Level of Service

A summary of programs sponsored by the San Joaquin Valley Writing Project in the last year, as reported by the National Writing Project Site Profile compiled by Inverness Research, is as follows:

Core Programs:	69
Invitational Institute:	1
Continuity Programs:	31
Inservice Programs:	36
Youth and Community Programs:	1
Number of Educators Served:	1,003
Total Participants:	1,032
Number of Program Hours:	502
Number of Contact Hours:	8,347
Educator Contact Hours:	7,776

Central Valley Science Project (CVSP)

Jim Marshall

Philosophically, the CVSP aspires to build a learning community that promotes science achievement for all students through providing high quality professional development and leadership experiences for teachers.

CVSP believes:

- that effective science teachers are competent in science content, are capable of delivering standards-based content to diverse groups of students through sound pedagogical strategies, and are willing and able to assume leadership roles within the discipline.
- science is for ALL students; consequently gender, status, cultural and linguistic equity issues are integral components of all site programs.
- science learners, whether teachers or students, gain conceptual understanding and develop investigation skills through actively "doing" science.
- that teachers learn from other teachers by sharing their best practices.
- teacher leaders are a key factor in improving science achievement.

- that assessment of student learning should inform our program design and implementation.

Geographically, CVSP serves an area of four counties: Madera, Fresno, Kings, and Tulare. Included in this region are urban centers such as Fresno, with the fourth largest school district in California, suburban communities and large rural areas. With changes in the CSMP enabling legislation, CVSP has more recently focused its resources in serving partner school sites, while still maintaining a strong and visible presence in the region. Partnerships include:

- Parlier Unified School District
- Fresno Unified School District
- Selma Unified School District
- Sanger Unified School District
- Fresno County Office of Education

The CVSP leadership team, composed of University professors, classroom teachers and district science administrators, is uniquely qualified to implement professional development content and leadership programs. The accomplishments and affiliations of these individuals testify to their qualification in science content, pedagogy, and leadership. It is through the combined efforts of these professionals and our many collaborators that CVSP proposes to make positive and far reaching contributions to science education.

In the past year, CVSP has conducted 15 major events that provided 184 teachers from throughout the Central Valley with 300 hours of professional development. The activities fall into three broad categories:

1. Summer Institute: content, EL and instructional materials.
2. Content & Literacy Workshops – “Weekend University”
3. Leadership Development Programs/meetings

Event	Number of Participants	Program Hours
CVSP-TRI Summer Institute	29	80
CVSP 2008 Summer Institute	32	80
Yokomi Summer Institute	26	30
CVSP-TRI Partner School Science Department Meetings (10)	53	6
Mathematics & Science Through Applications Institute	35	80
Medicine & Health: Current Research Conference	9	24
TOTAL	184	300

California Reading and Literature Project-Fresno/Central Valley Region

Cheryl Caldera

The Fresno/Central Valley region of the California Reading and Literature Project (CRLP) demonstrated commitment to meeting the California Subject Matter Project (CSMP) priorities to 1) raise the level of teacher content and pedagogical content knowledge, 2) provide ongoing and comprehensive teacher leadership development opportunities, 3) build teacher-learning communities, and 4) strengthen technical assistance and support for low performing schools and districts, in addition to the No Child Left Behind (NCLB) priorities of 1) supporting the development of highly qualified teachers, 2) supporting teachers of students with low skills in reading and writing, 3) meeting school needs for technical assistance per NCLB, 4) supporting teachers of English learners, and 5) providing leadership. The specific work that the CRLP has implemented during this period with our leadership team and within our partnership districts supports all of these priorities developing and continuing to maintain and improve teacher-learning communities in the region.

The Fresno/Central Valley region of the California Reading and Literature Project is administratively housed in the Kremen School of Education and Human Development. The regional director is a full-time faculty member in the Department of Literacy and Early Education. The regional office is located in the Education building and has a part-time administrative assistant. The faculty advisor is Associate Dean for the Kremen School of Education and Human Development.

Regional Work The first and most urgent need during the past year was to work toward closing the achievement gap between English only students and English learners. Teachers and administrators in our partnership districts and other schools in the region have been trying to reduce this gap but nonetheless, English learners continue to remain mostly at the Intermediate level of English language proficiency. What we attempted to address in the professional development we provided to participants was (1) to increase understanding about second language acquisition theory, (2) adequately prepare them to focus instruction on the academic language demands of content area lessons, and (3) to increase their knowledge of the rationale for using effective strategies in the content areas with English learners. Based on these needs, the California Reading and Literature Project (CRLP) worked closely with these schools and districts to implement high quality professional development programs during 2008-2009.

The Fresno/Central Valley region implemented two leadership development events. The 50-hour Leadership Invitational Institute began with a Coordinator's Retreat in August and leadership team meetings every other month with the leadership team, which has now expanded from 21 to 38 teacher leaders. During these meetings, the leadership team gave CRLP program and district updates, read and studied professional research articles and books, read and discussed literature selections including adult fiction, young adult, and children's books, and dialogued on the improvement of CRLP professional development programs in the region. The other leadership institute was held for preparing

presenters and coaches to present A Focused Approach to Frontloading English Language Instruction. These were offered as two separate institutes within the districts that needed to build capacity—Fresno Unified and Kings Canyon Unified School Districts. In addition, we supported our leadership team with various opportunities to attend professional conferences to deepen their content knowledge.

The scope of work for 2008-2009 became more focused on the continuation and the development of three major district partnerships in the region—Fresno, Kings Canyon, and Sanger, although we did work with a few schools outside these districts. One of the models that we needed to implement immediately was a capacity building model, which allowed us to begin work with Fresno Unified School District, the fourth largest school district in the state, and Kings Canyon Unified School District. The partnership and district work that took place during the 2008-2009 funding period is as follows:

Partnership/District CRLP Work - July 1, 2008 through June 30, 2009

District	School	Program Title	Participants	Total Participants
Fresno	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	District EL coaches & classroom teachers	267
Fresno	Various	FA/FL Presenters Institute	EL Coaches	11
Kings Canyon	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	District EL coaches & classroom teachers	27
Kings Canyon	Various	FA/FL Presenters Institute	EL Coaches	6
Kings Canyon	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	District EL coaches & classroom teachers	38
Kings River	Various	Focused Approach to Systematic English Language Development Institute (SELD) K-6	District coaches and classroom teachers	29
Sanger	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	District coaches and classroom teachers	35
Sanger	Various	Focused Approach to Systematic English Language Development Institute (SELD) K-6	District coaches and classroom teachers	54
Visalia	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	EL Coaches	5
Woodlake	Various	Focused Approach to Frontloading English Language Instruction Institute (FA/FL) K-6	District coaches and classroom teachers	30

Additional, regional programs such as the adult fiction book clubs in English and Spanish continued to meet monthly and the leadership team attended regionally supported meetings, conferences, district coordinator meetings, and a joint leadership retreat with

the Cal-Lutheran site. An institute in Verso, Perla, Pluma, y Flor: Resources for the Teaching and Learning of Spanish Writing was held at Fresno State and will conclude in June. Finally, the director will attend regional directors' meetings, weekly regional administrative planning meetings, and coordinating council meetings.

The CRLP Fresno/Central Valley region projected 21 (K-6) individual program events for 2008-2009 and met the projection although it included additional work in our three partnership districts. The support and technical assistance work that was implemented within the districts led by the district CRLP coordinators included conducting numerous frontloading demos, scheduling frontloading grade level collaboration meetings supported by EL coaches.

The California Reading and Literature Project for Fresno/Central Valley is funded through a variety of sources. The University of California Office of the President funded the region with \$25,780 as the base CSMP grant and \$50,150 from NCLB. For the reporting period of July 1, 2008-June 30, 2009 the region was funded for a total of \$75,930 and received \$5,185 in program income for fee-for service work. The total amount of grant money and program income is used to further the goals of the project in the region.

The Reading Laboratory at Fresno State (RLFS)

Judith Neal

The Reading Lab at Fresno State is an outreach project serving the community with literacy tutoring for the improvement of reading achievement. Tutors are Fresno State students who are specially trained in intervention strategies to impact levels of reading and writing performance. Services of the Reading Laboratory are intended for school-age children for whom 'extra' instruction is needed as determined by their parents and/or teachers.

The Reading Lab is a unique offering to the community through the Kremen School. It brings together struggling school-age children from the community with Fresno State students who are learning about teaching and providing service for literacy improvement. Although other tutoring programs exist through school districts or privately through non-profit organizations, the Reading Lab's location on the Fresno State campus provides early exposure to a university setting for children who can be considered at-risk academically and certainly in terms of college attendance. Children being tutored find special incentive in coming to Fresno State to 'read in the Reading Lab' for improving their literacy abilities.

The specific goals of the Reading Lab are to implement supplemental services for the improvement of the reading and writing abilities of school-age individuals within the community; to provide a supervised context for practicum experiences in literacy teaching; to provide an instructional venue for assigned projects and research; and, to provide training and practicum experiences that not only serve the needs of Fresno State

students and faculty but which are valuable as well to the children, parents, and teachers served.

Joyce M. Huggins Early Education Center

Kathy Reid

The Joyce M. Huggins Early Education Center (Huggins Center) in the School of Education and Human Development at California State University, Fresno is a regional model for best practices in early childhood education (ECE). The Huggins Center includes the Marlene M. Fansler Infant and Toddler Program, the D. Paul Fansler Preschool and D. Paul Fansler Institute for Leadership in ECE. The Huggins Center provides training, demonstration and research opportunities for undergraduate and graduate students in education, child development, marriage, child and family therapy and other related areas as well as for professionals in the field. It is the mission of the Huggins Center to 1) offer training consistent with local and state educational reform efforts aimed at improving early childhood education, curriculum, and interprofessional and services to children and families; 2) be an exemplary model for innovative programs for young children and 3) offer the highest quality of early education and care to children of low income student families and 4) collaborate with other educational institutions, organizations, agencies and schools on educational initiatives to improve the quality of ECE in our region and state.

The Huggins Early Education Center is part of the ECE Program in the Department of Literacy and Early Education in the Kremen School of Education and Human Development. Children enroll in the Huggins Center through Fresno State Programs for Children. Catherine Mathis is director for Fresno State Programs for Children, and Lecturer in the KSOEHD. Ms. Mathis provides oversight and coordination for the children's program and is responsible for implementing and ensuring compliance with the conditions and technical requirements for ECE contracts from the State Department of Education, NAEYC accreditation standards, services provided by CSU Auxiliary services, and financial requirements.

The Fansler Institute provides professional development and technical assistance and educational resources and materials in early education for teachers, schools and organizations in the region, state and beyond. Fansler technical assistance projects served an additional 150 early childhood educators by providing support for leadership development, curriculum design and learning environments for children. More than 500 students, teachers, administrators, instructors, business and community representatives toured the center and received information on quality early education.

Bonner Center for Character Education and Citizenship

Jack Benninga

Bonner Center for Character Education and Citizenship was formed in 1997 to promote character education in the Central Valley through providing nationally recognized speakers for the Fresno area, forums on character education and professional ethics, materials and other professional resources for review, and coordination for a variety of character award programs. The Center's activities are guided by an Advisory Board composed of KSOEHD faculty, public school personnel from Fresno, Tulare, Kings and Madera counties and a representative of the Bonner Family Foundation.

Twenty-four new scripts were written in 2009 for the 6th year of the KVPR (89.3 FM) series, "The Moral is..." narrated by Kaye Cummings. "The Moral Is..." is a series of short essays on current moral issues sponsored by the Bonner Center. Program scripts for the 6th season, 2009-10, were written by Jacques Benninga (Education), Alfred Evans (Political Science), Andrew Fiala (Philosophy) and James Walton (English). The program continues to be aired twice weekly on Sunday and Wednesday.

The class, *Principles of Character Education* was offered in November 2008 and again in March 2009. Dr. Hal Urban conducted both sessions in conjunction with Jacques Benninga and assisted by Jane Moosoolian. Approximately 35 attended in November and over 190 in April 2009. The class will be offered twice in 2009-10.

The *25th Annual Conference on Character and Civic Education* was held in April 2009. Fresno Pacific students and faculty joined our CSU Fresno students and faculty. Approximately 500 people attended. Dr. William Damon of Stanford University was our keynote speaker. His topic was related to assisting youth to find purpose and meaning in their lives (based on his recent book, *The Path to Purpose*).

Jack Benninga, Center Director, was invited to a specially called panel at the Hoover Institution (Stanford University) in January 2009 to advise a group of Hoover scholars seeking to infuse principles of democracy and democratic understandings into the school curriculum. Others invited included professors from Clark University, NYU, George Mason University Law School, and Stanford.

The Bonner Center continues its work on the Tulare County research grant. That project is an experimental research design seeking to determine the effectiveness of Character Counts! The Fresno Unified grant was finished in May 2008 after four years. Work is now underway to analyze the data and to begin the writing process.

Center for Research, Evaluation, Assessment, and Dissemination (CREAD)

Sharon Brown-Welty

CREAD, housed in the Kremen School of Education and Human Development, was developed in order to provide support to faculty and students in both the doctoral

program and KSOEHD on their research, grant writing, master's theses, and dissertations. In addition, CREAD contributes to the mission of KSOEHD and the University by offering research and evaluation services to school districts in our service area through contracts with the Foundation. CREAD also organizes and contributes to the research efforts of the Central Valley Educational Research Consortium research on educational issues in our service area. These contracts provide opportunities for faculty and doctoral students to work with CREAD staff on projects, either by their contribution of needed skills to accomplish the project goals or by learning new skills by working on the projects with CREAD staff and faculty. CREAD staff also applies for grants to support the mission of the KSOEHD and the University.

CREAD is housed administratively in the KSOEHD; it is not part of any department or program. The director oversees the Center and manages the work, develops grant and contract proposals, works with faculty and students, and manages the budgets of the various funded programs. Responsibilities are assigned to staff and to other faculty according to need and area of expertise. CREAD has no existing relationships, other than contracts through the Foundation, with any other public agencies or organization.

Major Accomplishments in 2008-2009 include:

Bridging the Gap. This contract was awarded by the State Center Community College District for 3 years at \$10,000 per year – total award of \$30,000. This contract is for the evaluation of a summer bridge program for Fresno City College students, and was completed in August 2008.

College Now! The College Now Planning project was designed to allow the Reading and Beyond Foundation to build knowledge and improve skills to better serve teen parents in their pursuit of higher education. CREAD was awarded a 12-month contract to develop a needs assessment for the project and to evaluate project implementation. This project was completed in July 2008.

National Science Digital Library Project Evaluation: CREAD is conducting the local evaluation of the NSF Funded project that connects two large national programs – the NSF Robert Noyce Scholars and National Science Digital Library – with the California State University through a variety of digital media-based services. This project will be completed in 2009.

Noyce Scholars II Program Evaluation. A multi-faceted evaluation (process, formative and summative) will be used to collect data on the strategies used by this project to attract, support, and retain Noyce Scholars. In addition, data will be collected for a longitudinal study of Noyce Scholar's effectiveness in the classroom.

Regional Nutrition Network. A contract was awarded to CREAD by the UC Extension to evaluate a large grant awarded by the USDA to teach nutrition across Fresno County. The contract was originally awarded for a three-year period, and was renewed for an additional year in 2008.

RIMI: Research Infrastructure in Minority Institutions. This grant seeks to develop a research infrastructure at the California State University, Fresno to address health disparity issues in the Central Valley. CREAD is conducting a process evaluation by monitoring and documenting implementation activities required to comply with the RIMI grant outcomes.

RISE. CREAD was awarded a three-year contract to evaluate the RISE grant received by the Biology Department. Work on this contract began in the Spring 2005 and was completed July 2008

Fresno City College CCRAA. College Cost Reduction and Access Act. FCC was awarded this grant as a Hispanic Serving Institution, the purpose of which is to attract and retain underrepresented students in the science, technology, engineering and mathematics disciplines. CREAD is conducting a multi-faceted evaluation (process, formative, and summative) that will be used to collect data on the strategies used by this project to attract, support, and retain underrepresented students in STEM disciplines. This is a two-year contract with a total evaluation budget of \$72,000.

CVERC. Three monographs have been completed by this consortium and have been widely disseminated throughout the Central Valley. For the past two years, a study of high schools was undertaken and data were collected from 12 high schools in the Central Valley. The publication (monograph) is currently being printed, and two articles have been drafted and are being finalized to be sent to refereed journals.

Assistance to Districts, Faculty, and Students. CREAD continues to provide assistance to district personnel and faculty who are writing grants or who need help with designs or data analyses. CREAD staff also provides support for master's and doctoral students' research projects through research design advice, help with development of survey instruments, and analyses of data.

CSU Fresno Liberal Studies Program, Annual Course Evaluations. CREAD provided database design, data entry, and data analysis services pro bono to complete the annual Liberal Studies Course Evaluations. This data will be presented to the Liberal Studies Review Committee as well as the Dean to inform course design as well as providing feedback to faculty.

Hanford Elementary School District, Alternative Governance Board. CREAD provides pro bono services to Hanford Elementary School District by serving on the Alternative Governance Board for several elementary schools struggling to exit program improvement status. The AGB conducts site visits and provides feedback to improve teaching and learning outcomes.

Central Valley Educational Leadership Institute (CVELI)

**Walt Buster
Ginny Boris**

CVELI was formed by California State University, Fresno President John Welty in 2002 with the mission of supporting educational leaders in the Central Valley in their efforts to eliminate the achievement gap and raise the achievement of all students. Funding is provided by donation, grants, and fees for services paid by districts and participants. The Central Valley Educational Leadership Institute (CVELI), along with partners in the educational and business communities, is designed to:

- Initiate and implement systemic change;
- Improve program quality in educational communities; and
- Provide equal access to learning for all students.

Major Accomplishments 2008-2009:

CVELI forms partnerships with districts to help guide efforts to raise achievement and close the achievement gap. Working with a major non-profit partner, Springboard Schools, CVELI provides one to one coaching with superintendents and principals on strategies to meet the schools goals. District contract sizes vary but generally range from \$40,000 to \$200,000 per year. In 2008-09 partnerships were maintained with the following districts:

Central	Coalinga-Huron
Corcoran	Cutler-Orosi
Dinuba	Fresno
Island	Kings Canyon
Madera	McFarland
Monroe	Monterey
Richland	Riverbank
Riverdale	Sanger
Wasco	Woodland

**High School Networks
2008-2009**

Cohort I

Corcoran High School
Exeter High School
Fresno High School
Madera South High School
Roosevelt High School

Cohort II

Avenal High School
Cutler-Orosi High School
Highland High School
Madera High School
Orange Cove High School

Reedley High School

Wasco High School

Sanger High School

Woodlake High School

CVELI has worked with the high schools on best practices for leaders in raising the achievement of second language high school students.

The Executive Leadership Center

For the second year, CVELI has hosted The Executive Leadership Center program which consists of current research and literature related to instructional and organizational leadership and the challenges that school leaders face. There is an emphasis on applying these best practices to create a district environment of improved teaching and learning. The program is facilitated by experienced school superintendents working with Springboard Schools. The Executive Leadership Center met four times in 2008-2009 and included superintendents from 22 districts.

Outcomes include:

- How to apply high-leverage, research-based, leadership strategies to work with district leaders, principals, teachers, and the district Community.
- How to establish high expectations, focus on district priorities, insure program coherence and inspire commitment to achieve ambitious goals for student learning.
- How to shape a district culture that mobilizes members of the district community to do the work necessary to improve the systems, structures and practices that support and sustain an accessible, rigorous, coherent and articulated curriculum for all students, high-quality teaching and successful student learning.

California Partnership for the San Joaquin Valley

The K-12 Education work group (one of ten work-groups in the Governor's Partnership) is charged with implementing policies and partnerships to ensure equal access to educational opportunities and resources that will improve academic performance for all children. The K-12 Education work group is formed by Eight County Superintendents (Kern to San Joaquin) and public and private sector working together to bring strategic alignment of services to Central Valley school districts. A ten year action plan has been developed.

K-12 Education Work Group Goals:

- Increase the achievement level of students, schools, and school district in the San Joaquin Valley.
- Develop a college-going culture.
- Implement a computer literacy initiative for K-12 students aligned with community college curriculum.

- Implement research-based program to reduce substance abuse, including voluntary drug testing.
- Align career technical education to target industry clusters.

CVELI is the work group consultant for this project. Dr. Marcy Masumoto coordinates this project for CVELI. In 2008-2009 the project was funded by the State of California. The Partnership Board has renewed their commitment for next year but there is no funding provided by the state.

Living Cities Planning Grant

CVELI received a \$25,000 planning grant from Living Cities (www.livingcities.org) and Strive (www.strivetogether.org) to replicate a model used in Cincinnati, Ohio. The model locally is a partnership with State Center Community College District, the Fresno Compact, and the California Partnership for the San Joaquin Valley.

State Center Community College District Future Leaders Program

CVELI is working with two cohorts of future leaders from State Center Community College District. The District plan is to create future leaders from their ranks rather than rely on importing talent.

CSUF Doctoral Program

CVELI has developed a service learning component with the doctoral program. Doctoral students conduct research in local organizations as part of their course work. This will be a major emphasis in the future.

Center for Disability Innovation

Charles Arokiasamy
Carol Rankin
Jenelle Pitt
Maria Romero-Ramirez

Established as an auxiliary unit of the University in 2007, the CDI is essentially the umbrella organization of the Rehabilitation Counseling Program and all its clinics and contracts described below. The CDI also includes participation from two major community agencies, the Resources for Independence, Central Valley and the California Department of Rehabilitation (CDR). In addition, the CDI is a sponsoring organization of the Central Valley Coalition for Human Services (CVC), group of private nonprofit, governmental and educational organizations that have come together to provide more effective and efficient human services in the Central Valley. The group is cooperating on capacity building, grant writing, staff training, marketing and joint purchasing agreement. Partners include Fresno City College's Disabled Students Programs and Services, Heartland Opportunity Center, ARC Fresno, The City of Fresno, Joni and Friends Central

California, Resources for Independence Central Valley, HandsOn Central California, Deaf and Hard of Hearing Service Center, Central Valley Regional Center, the Friendship Center for the Blind, the American Humanics Program, Fresno Disability Advisory Council and Exceptional Parents Unlimited. Together, these organizations serve more than 30,000 disadvantaged people in Fresno and the surrounding areas. The coalition also includes active participation of the aides of several local and national politicians

Another major activity of the CDI is the annual Western Region Disability Conference. Planning underway for the 3rd Annual WRDC to be held Nov. 4-5. The Conference attracts about 270 participants and speakers from all over the country.

The CDI received a \$283,508 grant from the California Department of Rehabilitation to hire staff and begin implementation of its long-term strategic vision. This include a futuristic building that will be a living laboratory and living curriculum in the areas of universal architecture, learning, technology and energy as they impact people with disabilities. Charles Arokiasamy, Rh.D., is the director of the Center.

A primary partner of the program is the California Department of Rehabilitation (CDR), which is part of the state-federal rehabilitation system. The CDR has two permanent seats on the RCP advisory board, one permanent seat in the selection committee for RSA scholars, the Workability IV contract mentioned earlier that is in its eighth year and supplies on average 8 guest lecturers a year. At least 9 CDR personnel have taught whole classes in the program. Four of their staff without master's degrees completed our degree program and the majority of counselors in the local district are graduates of the RCP. On average CDR provides 20-30 fieldwork and internship opportunities a year. We have a joint recruitment plan to raise the number of graduates hired by CDR and presented together at national conferences. Twenty-one graduates were hired by CDR in the last two years. Cooperation extends to other states as well. In the last two years graduates hired include 3 in Pennsylvania, 2 Nevada, 1 each in Alabama, Colorado, New York and Washington). The current and previous Directors of CDR have already made six presentations, to students and faculty of the RCP, in the last five years. Collaboration flows both ways. RCP faculty serves on at least eight boards and committees with CDR personnel such as Mayors' Committee for Disabilities, Fresno City College, Workforce Connection etc., program faculty and staff have worked with CDR staff to organize more than 20 trainings, workshops, conferences and meetings in the last 5 years and RCP faculty regularly provides training and consultation. The RCP Coordinator was an active participant on various CDR task forces e.g. "think tank" to increase responsiveness to consumers, succession planning, minority recruitment etc. A deputy director is a member of the advisory committee being established to help develop the doctoral program.

The Rehabilitation Counseling Evaluation Center

The Rehabilitation Counseling and Evaluation Center (RCEC) serves not only the community at large, but Fresno State students. RCEC is currently in its 25th year with the County of Fresno to do both vocational evaluations and learning disability evaluations. This is the longest standing contract that the county has had. The vocational evaluations

are focused primarily for English Language Learners for Fresno County. An average of 850-1200 clients are tested each year. In addition to vocational evaluations, RCEC does about 200 learning disability evaluations a year for clients referred by Fresno County and Services for Students with Disabilities at Fresno. In the last two years it also did similar testing for Madera County for about 300 clients but recent budget problems led to termination of that contract.

The Center is housed in the Kremen School of Education and is under the umbrella of the Masters Program in Rehabilitation Counseling. John Lloyd, the RCEC Director, oversees the daily working of the program. He is a Certified Vocational Evaluator and serves on the board of the Vocational Evaluation and Career Assessment Professionals Organization (VECAP). In addition to testing clients referred by Fresno, the Center provides students in the program and testers in the community with vocational testing training. The Center tests refugees from all over the world who now reside in Fresno.

Transition Student Program

In 2009 the Rehabilitation Counseling Program entered into an agreement with Sanger Unified School District to serve transition students. These are students in the 18 to 22 year old age range that are still in the K-12 system. The students we currently serve either have intellectual disabilities or traumatic brain injuries that have led to intellectual disabilities. The purpose of the program is to integrate students with disabilities into college classes so they have social contact with peers while at the same time involving them in classes or programs that will lead to job skills. It is envisioned that at the end of two years in the program the students will have sufficient social and work skills to be able to obtain gainful employment.

The students are currently, or have been involved in, horticulture, early childhood development, the Gibson Farm Market and various maintenance positions on campus. Other school districts have expressed interest in this program for their transition students. One of the reasons for the success of the program is the cooperation between Sanger Unified School District and the Rehabilitation Counseling Program. Another reason for the success of the program is the use of Master's level rehabilitation counseling students as peer mentors for the transition students on a one to one basis. This relationship has led to growth in the transition students' social skills, self-esteem, and learning aptitudes.

Workability IV

The Workability IV program in the Rehabilitation Counseling Program of Fresno State is in its 8th year of a contract with the California State Department of Rehabilitation to provide assessment and job placement services for clients of the Department of Rehabilitation who are college students or college graduates from Fresno State. The goal of the program is to assist students with disabilities to obtain and maintain meaningful careers after graduation, and at the same time, to provide community employers with a pool of well trained, qualified workers from which to draw from. For this contract year Workability has served 44 students. Out of the 44, 33 are actively looking for employment, 14 working, and 8 successfully closed (working for 90 days). Workability

is an active member in the Fresno Chamber of Commerce. They collaborate with Resources for Independence, Deaf and Hard of Hearing services, and Workforce Connection. Workability works closely with Local, State and Federal Employers such as Internal Revenue Services, Social Security Agency, and the United States Department of Labor (Workforce Recruitment Program for Students with Disabilities) in which, they come every year to interview students with disabilities at Fresno State. With three full time staff, the center is housed in the Kremen School of Education and is under the umbrella of the Masters Program in Rehabilitation Counseling. Erica Ananian-Eastes, The Workability IV director, oversees the daily working of the program.

Rehabilitation Counseling Practicum Clinic

The Rehabilitation Counseling Practicum Clinic (RCPC) offers individual counseling services at three sites. One site is at the university and two sites are located off campus. One off campus site is with Assessment, Training, and Research (ATR). This is an agency that provides substance abuse counseling. The RCPC there offers individual counseling to approximately 30 clients a year from the community. Dr. Maria Romero-Ramirez is the faculty trainer-supervisor at this site and supervises approximately 16 students a year. Another RCPC is located within Fresno New Connections (FNC), another agency that provides substance abuse counseling. Approximately 30 clients who are seen at FNC are seen for individual counseling by the Rehab Counseling students. Dr. Jenelle Pitt is the faculty supervisor at this site and supervises approximately 16 students. The University RCPC also offers individual counseling to approximately 40 clients. Dr. Carol Rankin is the faculty supervisor at the University site and supervises approximately 16 students. In total, the RCPC offers counseling training to approximately 44 students who serve approximately 100 clients each year. Clients from the community receive individual counseling for an average of 12 weeks.

Job Retention Program

The Job Retention Program uses a unique design to deliver universal case management services to a select indigenous population while simultaneously providing Rehabilitation Counseling graduate students valuable experience in the human service field. Partnered with Fresno County Department of Social Services since July 2000, Job Retention provides employed CalWORKs recipients the services and resources necessary to advance in employment, become financially self-sufficient, and transition out of the welfare system. The Program serves an average of 300-350 participants per year. Each year between 80-92% of those served maintained their employment and about 67% advanced in their job either through increased hours, increased wages or promotions. Rehabilitation graduate students have the opportunity to enroll in Rehab 268A, Advanced Job Placement, and work as student case managers within the Job Retention program. Students benefit from the opportunity to get hands-on, real-world practice of case management with real clients.

2009-2010 ANNUAL REPORT TO THE PROVOST
Kremen School of Education and Human Development
June 10, 2010

ASSESSMENT

Department of Counseling, Special Education, and Rehabilitation

Counseling

1. What learning outcomes did you assess this year?

Content Knowledge of MA Counseling students

2. What instrument did you use to assess them?

Three instruments - The Comprehensive Exam - an item analysis of Comp Exam M/C questions to determine which areas students were not adequately grasping material; Faculty Program Meeting discussion; Employer's Survey

3. What did you discover from these data?

Counseling determined a need to increase the teaching of the empathy skills for counselors and to focus on treatment planning and case progress notes.

4. What changes did you make as a result of the findings?

Multiple changes were made including altering course activities to highlight empathic skills, MFT theories were taught differently - with a new focus and clarity and questions were restructured on the Comp Exam. An assignment was added related to case vignette write-ups as a formative assessment. Faculty tied treatment planning, progress notes and closing into the DSM class and MFT practicum/field placements, and they adopted the treatment planning form from Fresno County

Special Education

1. What learning outcomes did you assess this year?

Assessment, Curriculum and Instruction: Classroom Management, Collaboration, Professional, and Technology

2. What instrument did you use to assess them?

Special Education Program Evaluation and Needs Assessment Survey-(Candidate)

Special Education Program Evaluation and Needs Assessment survey- (Employer)

CSU system wide Survey

Graduate Writing Assessment Rubric (Direct Measure)

Behavior Support Plan Rubric (Direct Measure)

Formal Assessment Rubric (Direct Measure)

Curriculum-Based Assessment Rubric (Direct Measure)

Portfolio Evaluation (Direct Measure)

MA Project and Thesis Rubric (Direct Measure)

Candidate Dispositions Survey (based on NCATE Standards)

3. What did you discover from these data?

Results of Special Education Program Evaluation and Needs Assessment Surveys (Candidate & Employer) conducted in Fall 2009 show that the strong ratings were identical to those in the previous semester (Spring, 2009). Results of CSU System wide survey released in Spring, 2010 and Employer surveys of our candidates one year out show improvement in conducting assessments from a 50% to 94% as well/adequately prepared and in meeting the needs of English Learner students from 76% to 90% as well/adequately prepared. The ratings of knowledge and ability to conduct formal and informal assessments of pupils were above the means of CSU System-wide Survey.

4. What changes did you make as a result of the findings?

Ongoing efforts to improve our candidates in the areas of serving English Learners with disabilities, math pedagogy, and reading instruction. The state has new standards for the Education Specialist credential and our program must redesign and submit the document to be implemented beginning Spring 2011. SPED is using data to inform the changes in the programs. This will require SPED to collect new baseline and make new recommendations.

Rehabilitation

1. What learning outcomes did you assess this year?

Rehabilitation assesses application of rehabilitation counseling principles (knowledge, skills, attitudes) on a yearly basis. They also assess for CORE reviews and Program Reviews using alumni survey. The program self review was submitted this year and they will have a site visit this fall.

2. What instrument did you use to assess them?

Rehabilitation used two measures this year: The comprehensive exam that we use in the rehabilitation counseling program and the National Certification Exam: Certified Rehabilitation Counseling Exam

3. What did you discover from these data?

The program's comprehensive exam needs to be updated to reflect shifts in knowledge emphasized in the program.

4. What changes did you make as a result of the findings?

- a) Rehab will be revising our program comprehensive exam (both the objective section and the written sections). They are also reviewing the possibility of putting the exam on blackboard so that each exam is different but comparable in knowledge areas.
- b) Feedback from agencies who have interviewed the students recently have noted that the students could do better in areas related to: resume presentation and personal presentation during interviews. These are areas that Rehab will stress in the career placement class.

Department of Curriculum and Instruction

1. What learning outcomes did you assess this year?

The C&I Department was responsible for collecting a variety of assessment information for 2009--2010, including:

- Improvement and Accountability Plan (IAP)-Multiple Subject (MS). For Chancellor's Office
- Improvement and Accountability Plan (IAP)-Single Subject (SS). For Chancellor's Office
- Improvement and Accountability Plan (IAP) – Special ED (SPED). For Chancellor's Office
- Fresno Assessment of Student Teaching (FAST)
- MA in Education (C&I)

2. What instrument did you use to assess them?

- IAP —Program Areas identified by Chancellor's Office
- FAST - Comprehensive Lesson Plan (Multiple Subject and Single Subject and SPED); Teaching Sample (Multiple Subject and Single Subject and SPED)
- MA in Education (C&I) – Coordinator's Report

3. What did you discover from these data?

IAP

The following specific areas were addressed, changes already made were listed, and new goals were set for the following areas (list includes goals for MS, SS and SPED):

- Instruction of English Learners (MS, SS, SPED)
- Resources for At-Risk Students (MS, SS)
- Students with Special Needs in Inclusive Settings (MS and SS)
- Social Sciences (MS)
- Reading in the Content Areas (SS)
- Mathematics (SPED)
- Assessment (SPED)
- Reading/Language Arts (SPED)

The Improvement and Accountability Plan assessment process resulted in a series of desired teacher candidate measurable outcomes for each of the above areas, actions to be taken to meet each, and timelines for completing each.

FAST

The Fresno Assessment of Student Teachers (FAST) data looked at 2009 scores on both the Comprehensive Lesson Plan and Teaching Sample assessments for Single and Multiple Subject candidates. Areas addressed included:

- Scores by ethnic group
- Scores by gender group
- Scores of native vs. non-native speakers of English

MA in Education

The MA in Education assessment was summative and included a listing of accomplishments for the year.

4. What changes did you make as a result of the findings?

IAP

As a result of the IAP process, a series of actions were specified for each Program Area, with initiation timelines, and desired outcomes. For example, MS, SS and SPED faculty proposed specific actions to address issues in #3 above [e.g., “By 2013, the CTQ score for the EL cluster score will rise to 85%” (MS); or “By 2016 the score for the item to meet instructional needs of students with special learning needs will rise to 85%” (SS); or “By 2015 the CTQ score for teaching math to California Standards will rise to 85%” (SPED)]. The various program faculties will continue to monitor and implement the proposed actions.

FAST

With regard to the FAST, the data showed a general stability on all TPEs over a period from Fall 2008 to Fall 2009 (three assessments). No changes are anticipated.

MA in Education

Three specific changes: (a) The MA in Education (C&I), in conjunction with the Certificate of Advanced Study in Educational Technology (CASSET) program, the MAE-C&I program offered three educational technology courses, CI 225, CI 230, and CI 280T ("Advanced Production of Mediated Instruction," a new course). (b) CI 241 ("Teaching for Equity and Justice in the Multicultural Classroom") was modified to include a substantial service-learning component and was offered in Fall 2009 as an elective in the M.A. in Education-Curriculum and Instruction program. (c) An informative new MAE-C&I web page was launched.

Department of Educational Research and Administration

1. What learning outcomes did you assess this year?

Student Learning Outcomes:

Data for the following two Student Outcomes are in the process of being collected through the use of a 360 degree pre and post student/employer survey that measures leadership dispositions. The survey (copies of both the self-assessment and employer assessment is included in Appendix A) is a self-assessment as well as an employer assessment in which data are collected from superiors, subordinates and peers. The results of all the surveys are compiled and analyzed using *t*-test and ANOVA statistical analysis. The post-test data is currently being entered into the data base, the analysis will be completed over the summer. The selected student outcomes measured on this survey are:

- 1.1 In order to promote the success of every student, Education Administration graduates as educational leaders facilitate and monitor the development, articulation, and implementation of a shared vision of learning to ensure the achievement of every student.
- 2.1 Shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards.
- 2.5 Implement equitable practices to ensure the achievement of every student and promote equity, fairness, and respect among all members of the school community.

Program Outcomes:

An end-of-the-program survey was given to all students completing the program. The results of the open-ended portion of those surveys are included in Tables 1 – 3 below. A copy of

that part of the survey is included in Appendix B. The likert-scale rating portion of that survey is still being analyzed.

In addition, a panel of school leaders conducted position interviews with exiting candidates and they provided commentary on the quality of the candidates leaving the program. The comments received are summarized in Table 4 below. Specific program elements assessed are as follows:

1. Is the program providing a practice-based curriculum that ties theory to practice?
2. Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?

2. What did you discover from these data?

Results:

Four of the five Education Administration cohorts have completed the survey (76 out of 96 students). The remaining students are in the process of receiving and responding to the survey. As a result, the following data and analysis are preliminary results.

Table 1

Student Responses to Important Skills and Knowledge Developed in the Program

Skill/Knowledge/Ability	# Responses	% of Total
Effective Feedback to Teachers (Walkthroughs)	16	9.25
Ability to Collaborate	15	8.70
Developing as a Leader	12	7.0
Ability to Align Curriculum and Standards	11	6.0
Knowledge about Self and Core Values	10	5.7
Building and Communicating a Strong Vision	10	5.7
Ability to Self-reflect on Leadership Skills	9	5.2
Ability to Deal with Difficult Staff	9	5.2
Ability to Develop Effective Teams (PLCs)	9	5.2
Ability to Use Data Effectively	8	4.6
Ability to Evaluate Teachers/Teaching	7	4.0
Ability to Coach Teachers to Improve Their Practice	6	3.5
Ability to Build Staff Capacity	5	2.9
Ability to Communicate Clearly	5	2.9
Ability to Build Life-long Networks	5	2.9
Learning the Legalities (Ed. Code) of Being a Leader	5	2.9
Developed an Educational Philosophy	4	2.3
Developed as an Instructional Leader	4	2.3
Ability to do Research	3	1.73
Understand the Need to be a Life-long Learner	3	1.73

Developing the Skills to be an Effective Administrator	3	1.73
Developing the Skills to hold Effective Meetings	3	1.73
Ability to Align and Analyze Student Work	3	1.73
Ability to Build Relationships	2	1.15
Ability to Create and Use Smart Goals	2	1.15
Knowing the Legalities of Being an Administrator	2	1.15
Becoming Knowledgeable about Curriculum	2	1.15
Total	173	100%

Note: Only items with more than one response were included on Table 1. Respondents could indicate more than one response.

Table 2

Student Indications of the Strongest Elements of the Program

Program Elements	# Responses	% of Total
Professional Instructors	26	44.0
Cohort Environment	11	18.6
Use of Case Studies	7	11.8
Use of Guest Speakers	4	6.8
Curriculum Course	3	5.0
Site-based Leadership Course	2	3.3
Focus on Instructional Leadership	2	3.3
Reading Materials	2	3.3
Program Coordinators	2	3.3
Total	59	100%

Note: Only items with more than one response were included on Table 2. Respondents could indicate more than one response.

Table 3

Student Recommendations for Strengthening the Program

Program Elements	# Responses	% of Total
Research Course Needs Consistency and Focus on Project	10	
Eliminate Fieldwork Courses	8	
Master's Project Guidelines Need to be More Consistent	7	
Eliminate Repetitive Course Content	3	
Total	28	

Note: Only items with more than one response were included on Table 3. Respondents could indicate more than one response.

Thirty-five area school administrators spent the afternoon on campus conducting mock position interviews for 76 of our graduating students. After the interviews were over,

participating administrators were asked to discuss the strengths of our candidates. Table 4 below delineates the consensus of the responses of the interviewers.

Table 4

Employer Interview Assessment of Graduating Students' Strengths

Graduating Student Strengths:

Graduating students were aware of social justice issues

Graduating students understood instruction

Graduating students were current in their knowledge

Graduating students were passionate

Graduating students would be good for kids

Graduating students understood the mastery paradigm of learning over teaching

Graduating students held high expectations for themselves and others

Graduating students were prepared to serve the diversity of the Valley

Graduating students were well-spoken

Graduating students had a good understanding of what leaders do

Graduating students understood the importance of relationships

Graduating students understood data and that data informed instruction

Graduation students knew how to coach teachers up

3. What did you discover from these data?

Conclusions:

- a) Is the program providing a practice-based curriculum that ties theory to practice?
From the responses in Table 1, it appears our graduating students believe the program has been practice-based. There is some indication (from Table 3) that they would like to see the Fieldwork component integrated more into coursework and eliminated as a stand-alone course. In addition, students have indicated the need for more consistency in the Research course (ERA 220) and also consistency in what is to be required in the EAD 298 Project. The Project component in this program is the culminating activity that is supposed to tie together what was learned in the program, research and to best practices.
- b) Has the program produced professionals and instructional leaders who are able to skillfully lead a school site system to high performance and continuous improvement?
According to the focus group discussion of area site leaders about our graduates that are outlined in comments in Table 4 above, our students appear to be well-prepared and knowledgeable about what they will need to do as education leaders in the Central Valley to close the achievement gap.

4. What changes did you make as a result of the findings?

- a) Meetings were held during the spring 2010 semester with all faculty teaching each course. The purpose of those meetings was to build agreement about the purpose of each course and to create signature assignments for each course, thereby addressing consistency issues brought up during the assessments.
- b) Courses were re-sequenced to allow ERA 220 to be taught earlier in the semester so that project advisors could be assigned earlier as well as to have project topics identified earlier. A signature assignment for one of the courses taught during the first semester of

the program is that students will identify a topic for their Project. This change addressed the issue of Research course consistency and some of the Project issues identified by graduating students.

- c) The stand alone Fieldwork courses were eliminated and 3 courses were changed through the university process to be 4-unit rather than 3-unit courses. The new 4-unit courses now contain embedded fieldwork components that were agreed upon by the faculty teaching those courses, creating consistency in course requirements and fieldwork expectations.
- d) At the May department retreat, the faculty decided that the following statement accurately describes the purpose of the EAD 298 Project component:
- e) “Education Administration Projects are research-oriented, scholarly contributions to the field of Education Administration.”
- f) With this definition in mind, a subcommittee of Education Administration and Research faculty are meeting to develop guidelines and rubrics for future projects. This action is being taken in response to the observation that there are inconsistencies in the project expectations by various faculty.

Department of Literacy and Early Education

The LEE Department works at three different levels: 1. Credential classes for Reading and Early Childhood, 2. Master’s classes in Reading, and 3. Master’s classes in Early Childhood.

1. What learning outcomes did you assess this year?

At the credential level professors focused on instruction for English Learners, At Risk students, and social studies.

At the master’s level in Reading Instruction, professors sought to increase instruction on the secondary level of reading (grades 6-12) and adult learners. The Reading Program also focused assessment on the integration of classroom theory with practical application of instructional techniques.

In the Early Childhood Master’s program, assessments focused on inter-professional leadership skills.

2. What did you discover from these data?

The credential program used the Supervisor Survey of teachers who have completed a year gathered by the CSU System, the Comprehensive Lesson Plan, the Teaching Sample Project, and the FAST.

The Reading Master’s Program used our own Reading Exit Survey and a questionnaire of students given to students at the end of one of the classes.

Early Childhood Master’s program assessed an assignment completed in their LEE241 class that is an end of the program in a fieldwork class.

3. What did you discover from these data?

Credential assessments indicated that students were able to identify and construct appropriate instruction for English Learners and At Risk Learners. Students were also able to differentiate lesson plans and instruction to address English Learners and At Risk learners. Student work also indicated that students were able to differentiate for both At-Risk and accelerated students. Two readings were added to the social studies instruction and students were able to identify and implement these ideas more effectively than before.

The Master's Reading Program Exit Survey and Reading Master's Questionnaire provided several conclusions. While students felt uncomfortable with the complexity of the content in the beginning four classes in the first year of the program, they felt more comfortable with the information in the second year and even more so in their third year during the fieldwork classes. Students were less able to address the reading needs of secondary and adult learners. Students were also appreciative of the diversity of ideas when they had different faculty and during the Chavez Conference.

Early Childhood graduate educators discovered that students were not very good using their interprofessional leadership skills to advocate for children and collaborate with other educators to develop their preschool programs.

4. What changes did you make as a result of the findings?

At the credential level, instructors will continue to work on differentiating instruction for English Learners and At Risk students in their courses and fieldwork. In particular, the programs will look to see if the mentor teachers are working consistent with a constructivist perspective that would allow students to differentiate better in their fieldwork. The Early Childhood Program will also focus credential candidates more on student assessment of data to drive instructional decisions. The additional readings in social studies will remain a part of the course and additional children's literature in the area of social studies will be added.

In the Graduate Reading Program, additional instruction and experiences at the secondary and adult level of reading instruction will be added. Also, given the added expertise of our new faculty in secondary reading, Dr. Jyothi Bathina, we will explore the possibility of starting a cohort of master's candidates focusing on secondary and adult reading. We will also continue the critical literacy and Chavez Conference to provide students will exposure to a wider range of perspectives in literacy instruction than is available in school districts.

Faculty in the Early Childhood Graduate Program will meet at the beginning of the next academic year to decide on steps to address their graduate candidates lack of interprofessional leadership skills.

GOALS

Department of Counseling, Special Education, and Rehabilitation

1. Report on previous year's goals.

Creating two options – (K-12 and Higher Ed)

This has been processed through the department and School and is on the agenda for the University committee.

Process a faculty search for Counseling.

A faculty search was not approved for Counseling for 09-10 due to budgetary reasons.

Increased enrollment in the Higher Education option of Counseling

Enrollment has increased but did not reach target due to non-admission in the spring semester

Special Education

Develop a new SOAP

SPED completed development of a new SOAP but recognizes that when the new credentials are approved it may need to be amended due to substantial changes in Level II

Develop program design for the new Education Specialist credentials (new state standards).

Work is ongoing in the development and approval of the redesigned credentials (M/M and M/S)

Complete a successful search for new faculty member.

The search was unsuccessful in obtaining a new hire.

Establish new fieldwork sites for both Dual and MS.

Some success in this area with future plans for a federal grant.

Rehabilitation

Successfully integrate two new faculty in Rehabilitation.

Two new tenure-track faculty joined the faculty and successfully participated in the program

Undergraduate program design meetings will be held.

Meetings were held to begin preliminary work

Meet enrollment target.

Enrollment target was met

Complete Program Report for Program Review.

Program Report completed

2. Continued goals from previous years.

Counseling

Complete the process of creating the two options: K-12 and Higher Education

Continue to recruit mall applicants and applicants from underrepresented groups.

Special Education

Developing new credential program and completing documents and approval process

Rehabilitation

Establish a quality undergraduate program

Establish 1-3 certificate programs as appropriate

**3. New goals. (Include any department goals related to the KSOEHD Strategic Plan)
Counseling**

- Prepare, garner support and go through a successful accreditation process for all programs
- Complete the approval of the two options
- Recruit, search and hire a new tenure track faculty member (in the cohort)
- Increase recruitment of underrepresented and males.

Special Education

- Complete the development and gain the approval both through university and state agencies for the new Education Specialist credentials
- Recruit, search and hire a new tenure track faculty member
- Write and submit the programs biennial report
- Continue to make progress on IAP goals
- Investigate implementing a Comprehensive Exam

Rehabilitation

- Manage Enrollment
- Have a successful Program Review
- Meet goals as developed on the program's Strategic Plan
- Develop the undergraduate major in Special Populations
- Investigate a doctoral option
- Establish 1-3 certificate programs, as appropriate

Department of Curriculum and Instruction

1. Report on previous year's goals.

The Department Annual Report included goals for 2008-2009. Although some headway was made, significant factors impeded progress. Most important of these was the fact that over the past 12 months the department has had three department chairs, making continuity difficult. In addition, the fiscal crisis in California curtailed efforts at expansion generally, although that was not the case with the MA in Education chaired by Dr. Carol Bohlin. The MA in Education flourished during 2009-2010 because of her leadership.

Department Goals for 2008-2009 (with updates):

- To update the website in an effort to enhance recruitment efforts. The goal will be measured by an increase of applications to credential and graduate programs. *The departmental website was not updated.*
- To continue to refine admission procedures. The goal will be measured by meeting targeted admission numbers. *Admission targets were set by the University*
- To facilitate the development of a Multiple Pathways cohort. This cohort presents an alternative pathway for Single Subject credential students. This goal will be measured by the parameters defined in the Multiple Pathways grant. *The Single Subject credential program will be offering new credential programs for Foundational Level Math (FLM) and Foundation Level General Science (FLGS). Work on that is ongoing.*

- To monitor and refine the Improvement and Accountability Plan (IAP). This goal will be measured by the action plan and timeline as specified in the IAP. *This goal was met.*
- To update the technology applications of faculty. This goal will be measured by the inclusion of updated technology applications as documented in syllabi. *This goal is ongoing.*

2. Continued goals from previous years.

Previous years' goals were intertwined with KSOEHD goals.

3. New goals. (Include any department goals related to the KSOEHD Strategic Plan)

No new departmental goals were set.

Department of Educational Research and Administration

1. Report on previous year's goals.

The Department Annual Report included goals for 2008-2009. Although some headway was made, significant factors impeded progress. Most important of these was the fact that over the past 12 months the department has had three department chairs, making continuity difficult. In addition, the fiscal crisis in California curtailed efforts at expansion generally, although that was not the case with the MA in Education chaired by Dr. Carol Bohlin. The MA in Education flourished during 2009-2010 because of her leadership.

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- To update the website in an effort to enhance recruitment efforts. The goal will be measured by an increase of applications to credential and graduate programs. *The departmental website was not updated.*
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- To monitor and refine the Improvement and Accountability Plan (IAP). This goal will be measured by the action plan and timeline as specified in the IAP. *This goal was met.*
- To update the technology applications of faculty. This goal will be measured by the inclusion of updated technology applications as documented in syllabi. *This goal is ongoing.*

2. Continued goals from previous years.

Previous years' goals were intertwined with KSOEHD goals.

3. New goals. (Include any department goals related to the KSOEHD Strategic Plan)

No new departmental goals were set.

Department of Literacy and Early Education

1. Report on previous year's goals.

- a. Recruiting
 - The Reading Program was quite successful recruiting with 45 applications and only 25 slots. The recruiting was so good that an additional cohort of students in the master's program will be added next year in Visalia.
 - The Early Childhood program organized their database of current students and recruited a sufficient number of students to start a new cohort in the fall.
 - The graduate coordinator of our Linguistically and Culturally Diverse (LCD) Program suddenly retired one day before our fall semester and so that program has not advanced the approval for a master's degree in that area.
- b. The Reading Online approval process has moved slowly, however materials have been revised and approval of the dean has been secured. In addition a budget has been written and agreements have been made with Continuing and Global Education regarding the finances and structure of the special session degree. This summer WASC application will be made and we anticipate starting students in the spring 2011. No progress was made on the approval of the master's degree for the LCD Program.
- c. Regarding the department goal to mentor untenured faculty, significant work has been done to focus on academic writing. Five awards have been provided for assigned time to untenured faculty for the spring and fall of 2011. Also, every other week throughout the year, a group of faculty led by Judith Neal and Glenn DeVoogd meet to write all day. Finally, the focus on writing called Writers in Residence which met last June for a week will expand to two weeks of intensive writing June 7 to June 18. Individual mentoring has occurred with some faculty but there is no systematic connections between other untenured faculty and their mentors.
- d. In spite of the bi-monthly meetings about writing and the Writer's in Residence, the number of publications went from 12 publications in 2008-2009 to 5 publications this academic year. Only 3 of those publications were peer reviewed journals. Perhaps the reduction of overall work with the furloughs without a reduction in class meetings or service obligations had an impact on the academic writing of the LEE faculty.

2. Continued goals from previous years.

- a. Recruiting
 - For the Reading Program, continue recruiting graduate students for the spring and fall 2011 semester.
 - For Early Childhood, recruit graduate students for entry in the program 2011
- b. Approval of Reading Online format and Linguistically and the development of the Culturally Diverse Learners Master's Option.
- c. Improve mentoring of untenured faculty through monthly meetings of faculty and mentor.
- d. Increased scholarly writing and the continuation of bi-monthly writing group and Writer's in Residence in June 2010 and 2011.

3. New goals. (Include any department goals related to the KSOEHD Strategic Plan)

- Involve students in conference presentations and publishing.
- Promote innovations in teaching particularly with hybrid and online instruction.

- Learn and teach about issues of equity, diversity of thought, and global perspectives. Equity issues should promote high levels of success to bilingual students, English learners, students in poverty, students dealing with racism or gender issues, and students alienated from school.
- Increase the new visions in our world through increased peace education and professionalism. We need to decrease reform through coercion, boot strapping, and working harder. In order to do this, we need to be engaged with colleagues who are in the schools, influencing administrators' decisions.
- Develop a more visible vision of standards in excellence for early education that includes toddler and infant care.
- Develop a Center for Research on teaching reading. Create a hub or think tank for better reading strategies.
- Masters in Reading Online.
- Masters in Education with a focus on Linguistically and Culturally Diversity

SUMMARY REPORT OF FACULTY ACTIVITIES

PUBLICATIONS:

Department of Counseling, Special Education, and Rehabilitation

Paul Beare

Beare, P., Torgerson, C., & Dubois-Gerchak, K. (2010). Using video modeling to increase compliance in the general education classroom. In G. Goodman (Ed.), *Educational psychology reader: The art and science of how people learn* (pp. 75-87). New York: Peter Lang Publishing Group.

Beare, P., & Torgerson, C. (2009). Where to place Wally? A special education due process hearing case study. *Teaching Exceptional Children Plus*, 6(2), 1-13.

Sari Dworkin

Dworkin, S., H., D. (June, 2010). Nu? You Make a living at this? *Women and Therapy* June.

Juan Garcia

Garcia, J. C. (April, 2010). "Integral Vision: Balancing Body, Mind, & Spirit," *The Undercurrent*, 4(10) Fresno CA (on-going monthly column in *Undercurrent*, a paper for Arts, Entertainment, News & Political Analysis)

Garcia, J. C. (March, 2010). "Integral Vision: Meditation: It's Healing Benefits," *The Undercurrent*, 4(9) Fresno CA

Garcia, J. C. (February, 2010). "Integral Vision: The Brain Biology of Adolescent Growth and How to Shape it," *The Undercurrent*, 4(8) Fresno CA Garcia, J. C. (December, 2009/January, 2010). "Integral Vision: Reaching out to our Male Youth: An Integral Approach to Healing the Next Generation of Men" *The Undercurrent*, 4(7) Fresno CA

Garcia, J. C. (November, 2009). "Integral Vision: Boys and the Mysteries of Transition to Young Men on the Steps of the Pyramid," *The Undercurrent*, 4(6) Fresno CA

Garcia, J. C. October, 2009, "Pyramid Education Scheme," *The Undercurrent*, 4(5) Fresno CA

Sarah Lam

Lam, S.K.Y., & Hui, E.A.P. (2010). Factors affecting the involvement of teachers in guidance and counseling as a whole-school approach. *British Journal of Guidance & Counseling*, 38(2), 219-234.

Song Lee

Nassar-McMillan, S., & Lee, S. E. (2011). Counseling with diverse clients. In S. Niles (Ed), *Joining the Counseling Profession: Developing Your Identity as a Professional Counselor*. Boston: Houghton Mifflin/Cengage.

Emily Nusbaum

Nusbaum, E. A. (2010). Fighting professional opinion: Stories of segregation by three California families. In P. Smith (Ed.), *Whatever happened to inclusion? The place of students with intellectual disabilities in education*. NY: Peter Lang.

Dana Powell

Powell, R., & Powell, D. (2010.) Classroom communication and diversity: Enhancing instructional practice (2nd ed.). New York: Francis & Taylor.

Hong Shen

Shen, H., & Torgerson, C. (2010). Ecological assessment in special education. In H. B. Tang (Ed), *Discovery, research and exchange: Essence of special education* (pp. 323-332) Shanghai: Shanghai Educational Publishing House.

Shen, H. (2010) Grading criteria and grading systems in special education. In H. B. Tang (Ed.). *Discovery, research and exchange: essence of special Education* (pp. 333-342), Shanghai: Shanghai Educational Publishing House.

Torgerson, C., & Shen, H. (2010). Developing IEP long term goals and short-term objectives. In H. B. Tang (Ed.). *Discovery, research and exchange: Essence of special education* (pp. 315-322, Shanghai: Shanghai Educational Publishing House.

Department of Curriculum and Instruction**Jacques Benninga**

Benninga, J.S. & Tracz, S. M. (2010). Continuity and discontinuity in character education. In Lovat, T. and Toomey, R. (Eds.) *Handbook of Values Education and Student Wellbeing*. New York: Springer.

Kathryn Biacindo

Biacindo, K.J. (May 2010) (Editor). *Educational Equity Newsletter* (Volume 1, #1). Fresno, CSUF (KSOEHD).

Carol Fry Bohlin

Bohlin, C. F. (Ed.). (2010). *COMET: California Online Mathematics Education Times, 11* (1-15). Available at <http://www.comet.cmpso.org/2010archive.html/>

Bohlin, C. F. (Ed.). (2009). *COMET: California Online Mathematics Education Times, 10* (17-31). Available at <http://www.comet.cmpso.org/2009archive.html/>

Robin Chiero

Guaglianone, C., Payne, M., Kinsey, G., & Chiero, R. (2009). Teaching Performance Assessment: A comparative study of implementation and impact among California State University campuses. *Issues in Teacher Education*. 18(1), 129-148.

Jose Lomeli

Lomeli, J. (2009). *Realizing Potentials Migrant Youth Leadership Institute*. Evaluation Report, Kern County Office of Education, California Department of Education.

Lomeli, J. (2009). *Realizing Potentials Migrant Youth Leadership Institute*. Evaluation Report, Fresno County Office of Education, California Department of Education.

Lomeli, J. (2009). *Realizing Potentials Migrant Youth Leadership Institute*. Evaluation Report, San Joaquin County Office of Education, California Department of Education.

Susana Mata

Garza, H., Mata, S., & Kloock, C., (2010) *Increasing Student Achievement in Math and Science: Research Findings from an Underachieving High School Professional Development Model*, Final Project Report Submitted to California Postsecondary Education Commission (CPEC), Sacramento, CA

Frank Padilla

Padilla, F. (2009). Collaborative Education Leadership in Times of Education Renewal: What Every New Teacher Should Know. *Planning and Changing: An Education Leadership and Policy Journal*. Fall/Winter 2009 issue (Vol. 40 no ¾).

Wally Ullrich

Ullrich, W.J., Nava, P., & Goodman, G.S. (2011). Teacher action research in California's Central Valley. In Shirley Steinberg (Ed.), *Critical Qualitative Research (CQR)*. New York: Peter Lang Publishing.

Department of Educational Research and Administration**Virginia Boris**

Boris, Virginia [lead auditor] (2010). Union county school district curriculum management audit. Bloomington, Indiana: Phi Delta Kappa.

Jason Immekus

Immekus, J. C., & Maller, S. J. (2009). Factor structure invariance of the Kaufman Adolescent & Adult Intelligence Test across male and female samples. *Educational and Psychological Measurement, 70*, 91-104.

Immekus, J. C., & Maller, S. J. (2009). Item parameter invariance of the Kaufman Adolescent & Adult Intelligence Test across male and female samples. *Educational and Psychological Measurement, 69*, 994-1012.

Gibbons, R. D., Rush, J., & Immekus, J. C. (2009). On the psychometric validity of the domains of the PDSQ: An illustration of the bi-factor item response theory model. *Journal of Psychiatric Research, 43*, 401-410.

Joubert, C., Immekus, J. C., Triona, L., & Colon, B. (2009). *Children of the Valley: Framing a regional agenda*. Fresno, CA: California State University, Fresno.

Ken Magdaleno

Magdaleno, K. R. (2010). Mentoring School Leaders/Administrators: A Look at its Role and Implications for Latinos/Latinas. In B. Cooper & S. Conley (Eds.), *Growing and understanding tomorrow's educational leaders*, Lanham, Massachusetts: Rowman and Littlefield Publishing, Inc.

Magdaleno, K.R. (2009, October/November). CALSA: Transforming the Power Structure, *Leadership* – Association of California School Administrators, 39(1), 28 -30

Diane Oliver

Oliver, D. E., & Nguyen, Kim Dung. (2010). Global competition as a two-edged sword: Vietnam higher education policy. In V. Rust, L. Portnoi, & S. Bagley (Eds.). *Higher education, policy, and the global competition phenomenon*. New York: Palgrave Macmillan Publishers.

David Tanner

Tanner, D.E. (2010). [Review of the book *The Latino Educational Crisis: The Consequences of Failed Educational Policies*.] *Choice*, 47.

Tanner, D.E. (2010). [Review of the book *Teaching the female brain: How girls learn math and science*.] *Choice*, 47.

Tanner, D.E. (2009). [Review of the book *Literacy with an attitude: educating working-class children in their own self-interest*.] *Choice*, 47.

Susan Tracz

Benninga, J., & Tracz, S. M. (2010). Continuity and Discontinuity in Character Education. In Lovat, T. and Toomey, R. (Eds.), *Handbook of Values Education and Student Wellbeing*. New York: Springer.

Vuong, M., Brown-Welty, S., & Tracz, S. M. (2010). The effects of self-efficacy on academic success of first-generation college sophomore students. *Journal of College Student Development*, 51(1), 50-64.

Nisbett, N., Torgerson, C., Schlievert, S., Tannenbaum, S., Gioivannetti, M., Tracz, S., & Brown-Welty, S. (2009). *A study of relationships among teacher efficacy, student achievement, and school site performance*. Fresno, CA: Kremen School of Education and Human Development, California State University, Fresno.

Donald Wise

Wise, D. & Jacobo, A. (2010). Towards a framework for leadership coaching. *School Leadership and Management*, 30(2), 159-169.

Wise, D. (2010, January). School leadership coaching: What does it look like? *International Journal of Educational Leadership Preparation*, 5(1), <http://ijelp.expressacademic.org/article.php?autoID=338&issueID=73>

Wise, D. (2009). "On Target." In K. T. Henson. *Supervision: A collaborative approach to instructional improvement*. Long Grove, IL: Waveland Press.

Department of Literacy and Early Education

Laura Alamillo

Alamillo, L., Arenas, R., & Padilla, F. (2010). A Focus on Faculty: A teacher education program improving the preparation of teachers of English learner students. *Journal of Latinos and Education, 10*(2).

Jyothi Bathina

Bathina, Jyothi (Ed). (2010). *Against the Odds: Visalia Voices*. New York: Booklocker.

Bathina, Jyothi (Ed). (2010). *Beyond the Fields: Sanger Stories*. New York: Booklocker.

Bathina, Jyothi (2010, April 17) The Role of the Teacher *Stitha Prajna*. 26, 18-20.

Teresa Huerta

Huerta, T. M. & Brittain, C. M. (2010) Effective practices that matter for Latino Children *Handbook of Latinos and Education: Research, Theory & Practice*.

Huerta, T. M. & Aguilar, R. (2010) Cuentos Familiares 0 to 5 in 30 Minutes Video Valley Public Television (PBS).

Susan Macy

Torgerson, C., Macy S. R., Beare, P., & Tanner, D.E. (2009) *Fresno Assessment of Student Teachers: A Teacher Performance Assessment at Informs Practice*. *Issues in Teacher Education* 18, 63-82.

PRESENTATIONS:

Department of Counseling, Special Education, and Rehabilitation

Charles Arokiasamy

Arokiasamy, C.V., Mpofo, E., Kampfe, C., Cartwright, B. (2010, Apr 9). NCRE Educators of the Year Panel. 10th Annual National Rehabilitation Educators Conference, Manhattan Beach, CA.

Arokiasamy, C. V., Hardy, N. A., Longo-Albarran, K., Woods, C., Ortega, R. L., & Olivarez, M. (2010, Apr 8). An Innovative Extra Credit Exercise to Develop Character and Collaboration. 10th Annual National Rehabilitation Educators Conference, Manhattan Beach, CA.

Kampfe, C., Perry, D., & Arokiasamy, C.V. (2010, Apr 8). The Distinguished Scholar Network. 10th Annual National Rehabilitation Educators Conference, Manhattan Beach, CA.

Arokiasamy, C.V. (2009, Nov 11-13). Grant management. *RSA-CHRR Grant Management Conference, Orlando, FL*

Arokiasamy, C.V., Lopez, A., Eastes, E., & Keosheyian, D. (2009, Oct 27). Innovative Service Delivery: Using Students to Reduce Cost and Improve Outcome. National Training Conference, RSA/CSAVR/NCRE, Washington, DC.

Hardy, N., Longa-Albarran, K., Rogers, A., Newlin, A., & Arokiasamy, C.V. (2009, Oct 27). Using Quality Pre-service Training to Improve VR Outcomes. National Training Conference, RSA/CSAVR/NCRE, Washington, DC.

Arokiasamy, C.V. (2009, Sept 21-22). Principles and application of Universal Design of Learning. *RSA- Universal Design Training Conference, Orlando, FL*

Sari Dworkin

Dworkin, S. H. D. (2009, August). *Where have all the marriages gone: Long time passing.* Symposium, Research reflections, and regret on the passage of Proposition 8. At the meeting of the national convention of the American Psychological Association, Toronto, Canada.

Juan Garcia

Garcia, J. C. May 18, 2010, "The Ancient Indigenous Reasons for Latinos to Succeed in Education," Keynote Speaker, Empowering Latinos to go to College, Clovis West High School, Fresno CA

Garcia, J. C May 5, 2010, "The Road to Mental Health for Latinos," Invited workshop, Department of Mental Health, Merced County.

Garcia, J. C May 5, 2010, "Transcultural Psychotherapy with Mexican American Clients and their Families," Invited workshop, The Latino Student Psychological Association, Alliant University, Fresno CA

Garcia, J. C April 30, 2010, "The Vision from the Indigenous Cosmos for Chicano/a Studies," Empowering Chicano Studies at UC Merced, ICC & Intercultural Programs, University of California, Merced.

Garcia, J. C April 9, 2010, "La Madre Tierra, Global Environment, and Sacred Paths of Transition," National Association of Chicano/a Studies, XXXVII, Chicano/a Environmental Justice Struggles for Post Neo Liberal Age, April 8 – 11, 2010, Seattle, WA, Peer Reviewed.

Garcia, J. C March 30, 2010, "Astronomers, Mathematicians, and Doctors: The accomplishments of the Old World Indigenous Civilizations", Keynote speaker, Empowering Latino Students for Careers in Health Care, Sponsored by Family Health Net, Tulare, CA

Garcia, J. C December 17, 2009, "Mexican Culture, Structure, and Function," Fresno County Economic Opportunity Commission, Mental Health Program, Invited Presentation

Sarah Lam

Lam, S. (2010). Use of empathy to foster moral development. Presented at the 26th Annual Conference on Character Education and Citizenship on April 9, 2010, Fresno, CA.

Song Lee

Lee, S. (2009). Hmong women issues. The 16th World Congress: The International Union of Anthropological and Ethnological Sciences. Kunming, China.

Lee, S., Valencia, A., Yang, M., & Vang, S. (2009). Hmong Elderly Needs Assessment. Western Disability Conference. Fresno, CA.

Claire Sham Choy

Sham Choy, C. (2010, January). *Incorporating indigenous healing practices into the counselor education curriculum: Preliminary report on a cross cultural study of counselor educators' knowledge, attitudes and behaviors.* Presented in the Department of Sociology and Equity Studies at the Ontario Institute for Studies in Education at the University of Toronto, Ontario, Canada. (Invited)

Sham Choy, C. (2009, August). *Finding a place for indigenous knowledge and practice within the counseling curriculum: Journey of a tenure track counselor educator.* Presented at the Fifth Critical Multicultural Counseling and Psychotherapy Conference, Ontario Institute for Studies in Education at the University of Toronto, Ontario, Canada. (Peer Reviewed).

Chris Lucey

Staton, A. R., Lucey, C. F., & Evans, W, J. (2009). *Classism: Interventions and advocacy*. Association for Counselor Education and Supervision's National Conference, San Diego, CA. (Refereed).

Evans, W. J. & Lucey, C. F. (2009). *CACREp accreditation and counselor preparation programs*. Association for Counselor Education and Supervision's National Conference, San Diego, CA. (Refereed).

Emily Nusbaum

Nusbaum, E. A. (May, 2010). The Making of a Special Education Classroom: How Space, Discourse, and Actions Shaped the Identity of Segregated Education at One School. Paper accepted as part of a symposium panel: *Learning From an Analysis of Space and Time in Teaching and Teacher Education*, American Education Research Association annual conference, Denver, CO.

Nusbaum, E. A. & Rodriguez, J. (March, 2010). Using a Capacity-Building Perspective to Redefine Student "Problems." California chapter of The Associate for Persons with Severe Disabilities annual conference, Burlingame, CA.

Jenelle Pitt

Pitt, J. S. (2010, April). Fit, satisfaction, commitment, and turnover intent: A state VR exploratory study. Poster session at the 10th Annual National Council on Rehabilitation Education (NCRE) Conference, Manhattan Beach, CA.

Pitt, J. S., & Romero, M. (2010, April). Enhancing rehabilitation counseling doctoral study and post-doctorate experiences. Presentation at the 10th Annual National Council on Rehabilitation Education (NCRE) Conference, Manhattan Beach, CA.

Lewis, P., & Pitt, J. S. (2010, February). Cultural competency in rehabilitation: Teaching cultural competency. Webcast presentation through the Project Empowerment grant (#H133A080060) funded by the National Institute on Disability and Rehabilitation Research (NIDRR).

Pitt, J. S. (2009, September). The relationship between person-organization fit, job satisfaction, organizational commitment, and turnover intent among state vocational rehabilitation counselors. Poster session at the 2nd Annual Western Region Disability Conference, Fresno, CA

Colleen Torgerson

Torgerson, C. (2010, May). Individual Educational Plans and Social Work. Fresno County Social Workers (invited).

Torgerson, C., Marshall, J., & Beare, P. (2010, April). Designing a Teacher Residency Program: Putting our PSDs on Steroids. The Renaissance Group, Kansas City, MO. (national, refereed)

Torgerson, C. & Beare, P. (2010, February). Utilizing Teacher Performance Assessment: Informing Practice, Informing Teachers, and Improving Achievement. American Association of College for Teacher Education, Atlanta, GA. (national, refereed)

Department of Curriculum and Instruction

Jeanie Behrend

Wenrick, M. & Behrend, J. (May 2010). CGI and lesson study. Invited presentation, Central Valley Lesson Study Conference, Fresno, California.

Behrend, J., Wenrick, M., & Shafer, J. (May 2010). Classroom embedded professional development. Invited presentation, MULT workshop, Fresno, California.

Behrend, J., Wenrick, M., & Avila, B. (March 2010). Classroom embedded professional development. Invited presentation, MULT workshop, Fresno, California.

Avila, B., Behrend, J., Bolton, L., & Mohs, L. (October 2009). Children's math development over time: What does this mean for instruction? Invited presentation, MULT workshop, Fresno, California.

Behrend, J., (July 2009). Starting where they are: CGI in special education. Invited presentation, Cognitively Guided Instruction (CGI) Fifth Biennial National Conference, San Diego, California.

Behrend, J., Avila, B., & Bolton, L. (July 2009). Don't give up: Place Value development takes time. Invited presentation, Cognitively Guided Instruction (CGI) Fifth Biennial National Conference, San Diego, California.

Otto Benavides

Benavides, O., (2009, October) Literacy and you in the digital age. Keynote presentation at the annual conference of the International Council of Educational Media, Abu Dhabi, United Arab Emirates.

Benavides, O., (2009, October). iLife applications for education. Workshop at the Association for Educational Communications and Technology, Louisville, KY.

Benavides, O., (2009, December) Who prepares teachers to use technology... and how are they prepared? Presentation at the annual conference of the Taiwanese Teachers Association, Taipei, Taiwan.

Benavides, O., (2009, December) Today's students and technology. Presentation at the Taiwan Association of Educational Communications and Technology. Taipei, Taiwan.

Benavides, O., (2010, April) Who prepares teachers to use technology? Presentation at the semi-annual conference of the Renaissance Group, Kansas City, MO.

Benavides, O., (2010, April) Future of mobile devices in education. Presentation at the Central Valley Computer User Educators Conference, Fresno, CA.

Kathryn Biacindo

Biacindo, K.J. (May, 2010). Biosurveys and cave research: Ron Kerbo methodology. Paper presented at SJVG meeting. Fresno, CA.

Rowland, Tracy, & Biacindo, Kathryn J. (2010, May). Environmental aspects of the San Joaquin River Park. Sierra Unified school science education program day.

Biacindo, Kathryn J. (2010, April). Common classroom problems that can be solved through moral management. Paper presented at the 25th annual Character Education Conference. Fresno, CA.

Biacindo, Kathryn J. (2010, April). Environmental Protection Science: Missing Pieces in Bio-inventories, an Exploratory Study into the Science of Underground Bio-surveys. Paper presented at the Central California Research Symposium. Fresno, CA.

Biacindo, Kathryn J (2010, March). Technology in Higher Education = Edutainment, from Research to Best Practice. Paper presented at the California Commission on Teacher Education Conference. San Jose, CA.

Biacindo, Kathryn J. (2009, September). The healing power of music and song and fable from Native and psychology traditions. Paper presented at the annual meeting of the American Indian Woman's Association. Bass Lake, CA.

Carol Fry Bohlin

Bohlin, C.F., Benken, B., Bissell, J., Costa, V., Ellis, M., Hsu, E., Santa Cruz, R., & Sundar, V. (2010, January). Successful approaches to address a statewide mathematics teacher shortage: California State University's system-wide initiative. Association of Mathematics Teacher Educators' Annual Conference, Irvine, CA.

Bohlin, C.F., Bissell, J., Ellis, M., Fisher, W., Sessoms, D., & Sundar, V. (2010, December). Strategies for preparing middle school mathematics teachers. California Mathematics Council's Northern Section Conference, Pacific Grove, CA.

Bohlin, C.F., Benken, B., Bissell, J., Ellis, M., Fischman, D., & Santa Cruz, R. (2009, November). Recruiting and preparing middle school mathematics teachers. California Mathematics Council's Southern Section Conference, Palm Springs.

Robin Chiero

Chiero, R. & Beare, P. (2010). CalStateTEACH online-supported credential program: Preparing future teachers from a distance. The Renaissance Group Spring 2010 Conference, Kansas City, KS, April 22, 2010.

Chiero, R. (2010). Creating Module Narrations. Workshop presented at CalStateTEACH Fullerton Regional Center Faculty Meeting, Fullerton, CA, March 1, 2010.

Jody Daughtry

Daughtry, J. (2010, February). Making assessment work for you. Paper presented at the Association of Teacher Educators, Chicago, Illinois.

Susana Mata

Garza, H. and Mata, S., (2009). Academic Language, Teacher Training and Increased Math and Science Student Outcomes. Presentation to the California Postsecondary Education Commission (CPEC) regarding Final Project Results Report of the California Academic Language Literacy Instruction Project (CALLI), University of California, Irvine, [September 23](#).

Garza, H., Cook-Hirai, D., Garza, E., Mata, S., Borrego, I., & Kloock, C., (2009) Increasing Student Achievement in Math and Science: Research Findings from an Underachieving High School Professional Development Model. American Educational Research Association (AERA) Annual Conference, San Diego, CA, [April 13-17](#).

Cook-Hirai, D., Garza, H., Garza, E., Borrego, I., Kloock, C., & Mata, S., (2009) Analyzing Effective Professional Development: Assisting ELL's Overcome the Academic Language Barrier in Math and Science. National Association of Bilingual Educators (NABE) Annual Conference, Austin, TX, [February 16-20](#).

Jose Lomeli

Lomeli, J. (February 18, 2010). Emotions, IQ & Experience (Presider). Learning & the Brain Conference, San Francisco, California.

Lomeli, J. & Perez, A. (2009). Group Dynamics/Teambuilding. Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).

Lomeli, J. & Perez, A. (2009). Enhancing Self-Confidence and Leadership Skills. 12th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (2009). Leadership Development/Group Dynamics. Community College Administrators/CVELLI. Scout Island, Fresno, California (Invited Workshop).

James Marshall

Marshall, J. (2010, April). English learner achievement. A presentation at the Western Regional Noyce Conference. Fresno, CA.

Marshall, J. (2010, April). Welcome Address. A presentation at the Character and Civic Education Conference, Fresno, CA.

Marshall, J., Beare, P. & Torgerson, C. (2010, April). Teacher residency programs: Putting your PDSs on steroids. A presentation at the Renaissance Conference, Kansas City, MO.

Beare, P. & Marshall, J. (2010, April). Don't panic: And other principles for Deaning or Life, the universe, and everything. A presentation at the Fresno State Dean's Forum, Fresno, CA.

Lisa Nyberg

Nyberg, L. (2010, March). The Art and Science of Integration. National Science Teachers Association.

Frank Padilla

Padilla, F. (2009, June). A Focus on Faculty: A Teacher Education Program Improving the Preparation of Teachers of English Language Learners, University of Oregon: Conference on Biliteracy, Eugene OR.

Walter Ullrich

Ullrich, W. J. (2010, March). Whither (or wither) goes graduate teacher education in the CSU? Culturally responsive teaching in an online MAT at CSU Fresno. Paper presented at the spring conference of the California Council of Teacher Education, San Jose, CA.

Melanie Wenrick

Behrend, J. & Wenrick, M. (2010, May). CGI in Lesson Study. Central Valley Lesson Study Conference. Fresno, CA.

Wenrick, M. (2010, January). Developing Fraction Concepts in the Primary Grades. Mathematics Understanding, Learning, and Teaching (MULT) Project. Participants from Chowchilla, Fresno, and Laton School Districts. Fresno, CA.

LoPresto, K., Wenrick, M., & Arth, K. (2009, August). Cognitively Guided Instruction, Lesson Study, and Mathematics Concepts Summer Institute (24 hrs). Mathematics Understanding, Learning, and Teaching (MULT) Project. Participants from Chowchilla, Fresno, and Laton School Districts, Fresno, CA.

Wenrick, M. (2009, July). Invented Algorithms for Fraction Computation. Cognitively Guided Instruction Fifth Biennial National Conference. San Diego, CA.

Department of Educational Research and Administration

Virginia Boris

Boris, Virginia [presenter] (2009). Standards-based education in for English language arts: workshop series for principals and teacher leaders. Riverdale, California: Riverdale Unified School District.

Boris, Virginia [presenter] (2009-10). English learner instructional strategies and reading achievement: School leadership teams workshop series. Sanger, California: Sanger Unified School District.

Boris, Virginia [presenter] (2009-10). Implementing a mastery learning culture: workshop series for principals. Clovis, California: Clovis East Area, Clovis Unified School District.

Boris, Virginia & Hauser, Linda [co-presenters] (2010). Designing curriculum and instruction in writing for increased articulation and student achievement: a workshop series for principals and teacher leaders. Riverdale, California: Riverdale Unified School District.

Boris, Virginia (2009 – 10). Designing curriculum for increased learning: A workshop series for district and site instructional leaders. Fresno, California: Central Valley Educational Leadership Institute.

Alfredo Cuellar

Cuellar, A. 2009, June 19. *Physical Education in US: An Old Challenge with New Failures*. A state congress celebrated in Ensenada, Baja California.

Cuellar, A. 2009, June 18. *Physical Education in California: A Critique to Standards Based PE*. A national congress celebrated in Ensenada, Baja California.

Cuellar, A, and Garza, J. L. 2010, Feb. 19. *The new Latino demographics and media in US*. Institute of Mexicans Abroad (Commission of Communication and Media). Las Vegas, Nevada

Juan Carlos Gonzalez

Turner, C. S. V., González, J. C., & Wong, K. (2010, May 2). *Faculty women of color: The critical nexus of race and gender*. Denver, CO: Annual Conference of the American Educational Research Association.

Portillos, E., & González, J. C. (2010, Apr 9). *Crime control strategies in school: Latinos/as' perceptions and criminalization*. Seattle, WA: The 37th Annual Conference of the National Association of Chicana and Chicano Studies.

González, J. C. (2010, Apr 24). *Teaching research to diverse students using Latina/o pedagogy*. San Bernardino, CA: 13th CSU Symposium on University Teaching: A Multidisciplinary Conference.

González, J. C., & Cuellar, A. (2009, Oct 16). *The fiscal crisis hits the California State University: Professorial voices of concern and optimism*. Los Angeles, CA: Fall Conference of the California Association of Professors of Educational Administration. Presented by A. Cuellar.

Linda Hauser

Hauser, L. (2010, April 17). *Closing the achievement gap: Creating a system focused on continuous improvement*. Visalia, CA: Regional Curriculum & Instructional Leaders Academy of the Association of California School Administrators.

- Boris, V. & Hauser, L. (2010, March 19). *Leading the learning: Reading comprehension and writing strategies*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2010, March 19). *Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance*. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2010, January 27). *Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance*. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.
- Hauser, L. (2010, January 13). *How we proactively support our students and respond when our kids don't learn: Laying the foundation*. Fresno, CA: Central Valley Educational Leadership Institute—DuFour Video Conference Series Midyear Seminar.
- Hauser, L. (2009, December 2). *Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grades 4 and 5).
- Hauser, L. (2009, November 13). *Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grades 2 and 3).
- Hauser, L. & Carsten, S. (2009, November 6). *The leadership system rubric: A research-based hypothesis about district-wide change, lessons from the Comprehensive Aligned Instructional System (CAIS) study*. Sacramento, CA: Association of California School Administrators 2009 Leadership Summit-- Leadership for a Changing World.
- Hauser, L. (2009, November 4). *Clarifying the learning target: Taking a deeper look at reading comprehension and writing strategies content standards*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Kindergarten and Grade 1).
- Hauser, L. (2009, October 17). *Leading through tough times--PT (Powerful Tools) for educational leaders: A research to practice professional learning model*. Los Angeles, CA: California Association of Professors of Educational Administration Fall 2009 State Conference: What Educational Leaders Need to Know.

Hauser, L. (2009, October 14). *Translating research to practice: Using the leadership cycle, a mental model, for leading transformational change and high performance*. Fresno, CA: Central Valley Leadership Network. Year two of a professional learning project sponsored in partnership by the Central Valley Educational Leadership Institute and Pivot Learning Partners supported through a U.S. Department of Education Federal Earmark.

Hauser, L. (2009, September 15). *Problem-Solving with a focus on step 2: Analyze the problem*. Fresno, CA: Executive Instructional Leadership Program for Rural Central Valley School Districts. The Executive Instructional Leadership Program, sponsored by the Central Valley Educational Leadership Institute at Fresno State, engages leaders of rural schools and districts in solving specific achievement problems that confront rural schools.

Hauser, L. (2009, August 4). *Problem-Solving with a focus on step 1: Identifying and defining the problem*. Fresno, CA: Executive Instructional Leadership Program for Rural Central Valley School Districts. The Executive Instructional Leadership Program, sponsored by the Central Valley Educational Leadership Institute at Fresno State, engages leaders of rural schools and districts in solving specific achievement problems that confront rural schools.

Hauser, L. (2009, August 3). *Seminar in Clinical Supervision*. Visalia, CA: Visalia Unified School District Middle School Administrator Retreat.

Hauser, L. (2009, July 28). *How we proactively support our students and respond when our kids don't learn: A focus on intervention*. Fresno, CA: Riverdale Unified School District Retreat.

Jason Immekus

Immekus, J. C. (2010, April). *The effects of non-normal distributions on the Mantel-Haenszel and logistic regression procedures for detecting differential item functioning*. Paper presented at the annual American Educational Research Association conference, Denver, CO.

Immekus, J. C., Greenlaw, C., & Goldfarb, J. (2009, November). *Test score validity and interim assessments: Dimensionality, predictive, and differential item functioning*. Paper presented at the annual California Educational Research Association conference, San Francisco, CA.

Ken Magdaleno

Magdaleno, Kenneth R. (2010, March 25). "*Mastery...Not Mystery – Addressing Race and Deficit Thinking Issues in Education*." Invited Speaker, Closing the Achievement Gap for Latino Students Conference, Total School Solutions and ACSA (Association of California School Administrators).

Magdaleno, Kenneth R. (2010, February 17). "*Mastery...Not Mystery – Addressing Race and Equity Issues in Education*," Invited Speaker, California Association of African-American Educators (CAAEE).

Magdaleno, Kenneth R. (2009, November). "*Mentoring Educational Leaders – Supporting the Needs of a Diverse Leadership*," Invited Speaker, Association of California School Administrators (ACSA) State Conference.

Magdaleno, Kenneth R. "*Education and the Future of At-Risk Students*," Court-Appointed Special Advocates (CASA), First Annual Conference, Fresno, California

Magdaleno, Kenneth R. "*Mentoring Educational Leaders – Supporting the Needs of a Diverse Leadership*," Association of Latino Administrators and Superintendents (ALAS) Conference, San Antonio, Texas

Magdaleno, Kenneth R. "*Defeating Deficit Thinking*," Keynote Speaker, TRIO Educational Opportunity Services, Central California Educational Opportunity Services, University of California, Merced.

Magdaleno, Kenneth R. "*Coming Full Circle: Why What You Do is so Important*," Keynote Speaker, Parlier Unified School District School Year Opening Ceremony.

Magdaleno, Kenneth R. "*Creating and Sustaining an Asset Rich Learning Culture through Courageous Leadership*," Workshop Presenter, UCLA Principals Institute, Association of California School Administrators (ACSA)

Magdaleno, Kenneth R. "*You Don't Have to Do it Alone*," Workshop Presenter, Latino Male Conference, Association of Mexican-American Educators, California State University, Fresno

Diane Oliver

Persky, K. R., & Oliver, D. E. (2010, April 16). *Veterans coming home to the community college: Linking research to practice*. Panel presentation at the Council for the Study of Community Colleges Conference, Seattle, WA.

Oliver, D. E., & Kim Dung Nguyen. (2010, March 2). *Global competition as a two-edged sword: Implications for Vietnam higher education policy*. Panel presentation at The Comparative International Education Society Conference, Chicago, IL.

Oliver, D. E. (2010, March 1). *Developing new opportunities at California State University Fresno*. Panel on Re-imagining Doctoral Programs for Community College Leadership with an International Context at The Comparative International Education Society Conference, Chicago, IL.

Susan Tracz

Melocik, E., S., Wise, D. & Tracz, S. M. (2010, May). *The impact of administrative support on secondary teacher retention*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

Lane-Garon, P., Lam, S., & Tracz, S. (2009, October). *Preprofessionals as Mediator Mentors: Impact on professional development*. Association for Conflict Resolution. Atlanta, GA.

Ron Unruh

Ramirez, A. & Unruh, R., (2010), *The Impact of the College Assistance Migrant Program on Migrant Student Achievement*, National Migrant Education Conference , Anaheim, CA., April 12, 2010

Donald Wise

Wise, D. (2009, August). *Assessing the Effectiveness of Leadership Coaching*. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), San Antonio, TX.

Leon, R.J. & Wise, D. (2009, August). *Coaching for Educational Leaders*. Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), San Antonio, TX.

Wise, D. (2009, July). *Desarrollo Profesional Efectivo: Investigaciones Recientes (Effective Professional Development: Recent Research)*. Benjamin Bloom Invited Lecture, Guatemala City, Guatemala, July 29. Presentation to 340 professors and students at the Universidad San Carlos de Guatemala.

Wise, D. (2009, July). *Los Estándares y Evaluaciones para el Mejoramiento Educativo (Standards and Assessment for Educational Improvement)*. Invited presentation to officials of the Ministry of Education and national teacher organizations. Guatemala City, Guatemala, July 28.

Wise, D. (2009). *Supervisión Escolar*. One week course to Master's Degree students at the Universidad Autónoma de Yucatán, Mexico, July 13-18.

Department of Literacy and Early Education

Jyothi Bathina

Bathina, Jyothi. (2010, May) *Learning Lift Maps: Using Funds of Knowledge to Build Literacy* May 7, 2010. Keynote Speech at the University of the West Indies. Trinidad-Togago.

Bathina, Jyothi (2010 May) *Building Literacy through the Use of Personal Narrative*. Presented at the Cesar Chavez Conference, Fresno, CA

Bathina, Jyothi (2010, February) *Reaching At-Risk Students*, Paper presented at California Association for Teachers of English Conference. Los Angeles, California

Glenn DeVoogd

DeVoogd, G. L., Castillo, R., & Lee, A. (2010, May). Values implicit in L. Frank Baum's writing: Teaching critical analysis using *Ozma of Oz* and *The Wonderful Wizard of Oz*. International Wizard of Oz Club Conference.

DeVoogd, G. L. (2010, April) Deeper Reading Comprehension with Critical Literacy. 2010 Chavez Conference: Literacy and the Role of the Professional Teacher. Fresno, CA

DeVoogd, G. L. & Hess, I. (2010, April). Values implicit in children's books. Character and Civic Education Conference. Fresno, CA.

Ullrich, W. & DeVoogd, G. L. (2010, January). Designing an online master's degree. Digital Campus Technology Conference at California State University, Fresno.

Steve Hart

Hart, S (2009, December). *Service Learning: An Approach to Develop Future Literacy Professionals' Mentoring Skills*. Presented at Annual National Reading Conference Albuquerque, NM.

Hart S. (2009, December). *Impact of Moodle Literature Discussions on Student Literacy Motivation & Achievement*. Presented at Annual Reading Conference Albuquerque, N.M.

Teresa Huerta

Huerta, T. & Aguilar, R. (2010, April). *Cuentos Familiares/Family Stories: A family Project*. Presented at Tulare/Kings County Reading Council (CRA) California

Huerta, T., Aguilar, R. & Orozco, Jose-Luis (2010, April). *Parent Literacy: La Lectoescrittura en Dos Idiomas*. Presented International Reading Association (IRA) Chicago, IL

Joanne McKay

McKay, J. (2010). Writing as a Process. California State University, Fresno. (workshop)

McKay, J. (2010). Literary Elements: Connecting Reading and Writing. California State University, Fresno. (workshop)

McKay, J. (2009) Reading and the Arts K-3: Master Teacher Workshop. California State University, Fresno. (workshop)

McKay, J. & Ervin M. (2009). Tioga Middle School: Effective Strategies for Teaching EL Students. National Writing Project Annual Meeting. Philadelphia, PA. (peer reviewed)

McKay J. (2009) Descriptive Writing. California State University, Fresno. (workshop).

Judith Neal

Neal, J. C., & Kelly, P. R. (2010). *Powerful teaching for language and literacy development in Reading Recovery Lessons*. Invited pre-conference workshop. National Reading Recovery and K-6 Classroom Literacy Conference, Columbus, OH.

Marilyn Shelton

Davisson, S., Gold, W. and Shelton, M. (April 8-10, 2010). Make the Connection- Peace Education and Ecological Sustainability.” California Association for the Education of Young Children, annual conference. Long Beach, CA.

Tony Vang

Vang, A.T. (2010) *Cultural Identity and Its Challenge of Education*. Hmong Community of North Carolina 5th Annual Conference. Keynote Speaker

Vang, A.T. (2009) *The Generational Differences and Knowing Your Roots*. SGU Veterans and Families of USA 1st Annual Conference. Keynote Speaker

Vang, A. T. (2009) *The Hmong Youth Problems and Its Causes in the United States*. Lao Veterans of America Institute Annual Event. Keynote Speaker

1. Awards and Honors Received

Department of Counseling, Special Education, and Rehabilitation

Name of Award	Organization Giving Award	Date Received <i>mm/dd/yy</i>
<i>Charles Arokiasamy</i>		
President's Award for Excellence	Fresno State	01/10
<i>Sari H. Dworkin</i>		
Lifetime Achievement Award	Committee of Lesbian, Gay, Bisexual, and Transgender Concerns of the American Psychological Association	8/08/2009
<i>Juan C. Garcia</i>		
Certificate of Appreciation	Latino Student Psychological Association, Alliant University	5/05/10
<i>Emily A. Nusbaum</i>		
2010 Dissertation award	Disability Studies in Education Special Interest Group of the American Education Research Association	5/10
Selected as one of 30 emerging scholars for a pre-conference workshop: "Beyond Deficit Paradigms: Research in Diverse Educational and Community Contexts"	Social Contexts in Education Division of the American Education Research Association	5/10
Provost Award of Learning and Assessment	CSU Fresno	5/10
<i>Dana Powell</i>		
Provost Award of Learning and Assessment	CSU Fresno	5/10
<i>Hong Shen</i>		
Provost Award of Learning and Assessment	CSU Fresno	5/10
<i>Colleen Torgerson</i>		
Provost Award of Learning and Assessment	CSU Fresno	5/10

Department of Curriculum and Instruction

Name of Award	Organization Giving Award	Date Received <i>mm/dd/yy</i>
<i>Otto Benavides</i>		
Adobe Education Leader	Adobe, Inc.	7/01/09
Apple Distinguished Educator	Apple	7/01/09
<i>Jose Lomeli</i>		

Outstanding Advisor Award	CSU, Fresno Campus Advisor Network	5/07/10
Jan & Bud Richter Award of Excellence in Education	Jan & Bud Richter/Kremen School of Education and Human Development	5/21/10
CSUF Faculty Calendar – KSOEHD Dean’s Medalist selected Influential Faculty	CSU, Fresno/KSOEHD Dean’s Medalist	
<i>James Marshall</i>		
Board Recognition Award	Fresno Metropolitan Museum of Art and Science	1/05/10

Department of Educational Research and Administration

Name of Award	Organization Giving Award	Date Received mm/dd/yy
<i>Virginia Boris</i>		
	Clovis Hall of Fame Council Entered into the Clovis Hall of Fame In the field of Education	Announced 5/6/10 Awarded 6/18/10
<i>Juan Carlos González</i>		
Research Associate	The Children’s Institute	04/13/10
<i>Linda Hauser</i>		
2010 Administrator of the Year Professor of Education Award ACSA, Region IX	Association of California School Administrators (ACSA)	02/22/10
<i>Jason C. Immekus</i>		
Promising New Faculty	CSU Fresno	4/15/10
Escholar Program	CSU Fresno	8/25/09
<i>Kenneth R Magdaleno</i>		
State Professor Educator of the Year	Association of California School Administrators	11/06/09
Region 9 Professor Educator of the Year	Association of California School Administrators	6/09
<i>Ron Unruh</i>		
Campus Advisors Network Outstanding Advisor Award Nominee, 2009-2010	CSUF	5/7/10

Department of Literacy and Early Education

Name of Award	Organization Giving Award	Date Received mm/dd/yy
<i>Anthony T. Vang</i>		
	Lao Veterans of America Institute	02/20/10

2. Research/Grants/Contracts Funded

Department of Counseling, Special Education, and Rehabilitation

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2009- 2010)	Amount Funded 2009-2010
<i>Charles Arokiasamy</i>					
CDI – ARRA grant		Ca. Dept of Rehab	283,508	3/1/10- 6/30/11	283,508
Job Development – Long Term Training Grant	Carol Rankin	Dept of Education	500,000	2008-2013	100,000
Job Retention	Dottie Barnes	CalWORKS		7/1/ 09- 6/30/10	
Rehabilitation Counseling- Long Term Training Grant	Carol Rankin	Dept of Education	750,000	2009-2014	150,000
Rehabilitation Counseling –Long Term Training Grant		Dept of Education	750,000	2008-2013	150,000
Rehabilitation Counseling –Long Term Training Grant		Dept of Education	750,000	2004-2009	150,000
Vocational Assessment (RCEC)	John Lloyd	CalWORKS	\$508,697	7/1/ 09- 6/30/10	\$508,697
Vocational Evaluation –Long Term Training Grant	John Lloyd	Dept of Education	500,000	2009-2014	100,000
Vocational Evaluation –Long Term Training Grant	Carol Rankin	Dept of Education	500,000	2008-2013	100,000
Vocational Evaluation –Long Term Training Grant	John Lloyd	Dept of Education	500,000	2005-2010	100,000
Workability IV	Erica Ananian	CA Dept of Rehab	\$232,471	7/1/ 09- 6/30/10	\$232,471
<i>Juan C. Garcia</i>					
Training Allied Health Professionals in Multicultural Competence	Cheryl Freeland, PhD	Fresno Regional Foundation	\$30,000	Jan 2010 – June 2010	
<i>Song Lee</i>					
Graduate Assistantship Award		Division of Graduate Studies	1000 to pay for student research	Spring 2010	1000

			assistant		
Provost's Faculty Scholarship Support Program		Dandoy	1 course release	Spring 2010	1 course release
<i>Colleen Torgerson</i>					
Multiple Pathways/ Linked Learning	Colleen Torgerson	Irvine Foundation	\$90,000	2009-2012	\$30,000

Department of Curriculum and Instruction

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2009-2010)	Amount Funded 2009-2010
<i>Carol Fry Bohlin</i>					
California Online Mathematics Education Times 2010-2011		U.S. Dept. of Education (NCLB 5)	\$35,000	2010-2011	
California Online Mathematics Education Times 2009-2010		U.S. Dept. of Education (NCLB 6)	\$35,000	2009-2010	\$35,000
CSU-Fresno Mathematics and Science Teacher Initiative		CSU Chancellor's Office	\$125,000	2009-2010	\$125,000
CSU-Fresno Mathematics and Science Teacher Augmentation		CSU Chancellor's Office	\$25,000	2009	
San Joaquin Valley Mathematics Project-- NCLB (Federal & State) Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 7)	\$90,000	2010-2011	
Fresno State Teaching Fellows Program (FRETEF)	David Andrews, Lance Burger, Rick Zechman	National Science Foundation	\$1,500,000	2009-2015	\$1,500,000
San Joaquin Valley Math Project-NCLB (Federal) Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 6)	\$55,800	2009-2010	\$55,800
SJVMP Supporting Teachers to Increase Retention (STIR)	Karen Arth, Agnes Tuska, Rajee	California Postsecondary Education	\$396,030 (awarded earlier)	2006-2011	\$124,010

	Amarasinghe	Commission via UCLA			
Jose Lomeli					
Mentoring Program	Albert Valencia	Provost	\$25,900	Spring 2010	N/A
Susana Mata					
Increasing Student Achievement in Math and Science: Research Findings from an Underachieving High School Professional Development Model.	Garza, H., Cook-Hirai, D., Mata, S. and Kloock, C.	California Post-Secondary Education (CPEC)	\$1.2 million	Year 4: 2009	\$55,000
Melanie Wenrick					
Mathematics Understanding, Learning, and Teaching Project	Naomi Kent, Lisa Portela, Rajee Amarasinghe	California Postsecondary Education Commission (CPEC)	\$968,370	2007-2011	\$412,254

Department of Educational Research and Administration

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2009-2010)	Amount Funded 2009-2010
Jason C. Immekus					
The Psychometric Properties of the Jumpstart School Success Checklist: Testing Item- and Score- Level Equivalency across Sex, Language, and Program Samples		Jumpstart	\$5,000	2010-2011	\$5,000

Department of Literacy and Early Education

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2009-2010)	Amount Funded 2009-2010
Jyothi Bathina					
Research Grant	Provost Award	CSU-Fresno	Assigned time 3 hr	SP 2010	\$5,000
Glenn DeVoogd					
IRA Chavez	None	CSU-Fresno	Assigned	2010-2011	\$6,500

Conference			time 3 hr.		
<i>Elaine Garan</i>					
Research Grant	Provost Award	CSU-Fresno	Assigned time 3 hr.	SP 2010	
<i>Teresa Huerta</i>					
Project Bridges a Two-Year Study of a Family Literacy Project Bridging Literacy in Latino Homes	Provost Award	CSU-Fresno	Assigned time 3 hr.	SP 2010	\$5,000
<i>Joanne McKay</i>					
National Writing Project Continued Funding Application	Kathee Godfrey	NWP	46,000.00	2010-2011	46,000.00
Technology and Teaching	Tony Mower	NWP	5,000.00	2010 – 2011	
Inquiry into Vocabulary	Cathy Blanchfield	Carnegie Foundation	5,000.00	2010 – 2011	5,000.00
California Subject Matters Programs Continued Funding Application	Kathee Godfrey	UCOP	27,000.00	2010-2011	28,000.00
NCLB #7 Continued Funding	Kathee Godfrey	California Writing Project	43,482.00	2010-2011	44,280.00

3. Volunteer Service Activities

Department of Counseling, Special Education, and Rehabilitation

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Charles Arokiasamy</i>				
Catholic Student Organization (CSO)	Advisor	15/yr		35
Center for Disability Innovation	Director	40 /yr	24	92
Newman Center - RCIA	Facilitator	90/yr		2
Newman Center	Lector	25/yr		
CORE Site Visit	Team Leader	30/yr	1	
Job Retention Center	Coordinator	60 hr/yr	3	
Dept Personnel Committee	Member	20/ yr	4	
Rehab Alumni Chapter	Advisor	15/yr		
Rehab Fundraising Task Force (RFTF)	Advisor	20/yr		1
Rehab Recruitment Committee (RRC)	Advisor	25/yr		1
Rehab Student Organization	Advisor	100/yr		128
Rehab Counseling & Eval Center	Coordinator	60/yr	7	3
Ticket to Work	Coordinator	50/yr		

Western Region Disability Conference	Advisor	100/yr	8	65
Workability IV Program	Coordinator	60/yr	3	
Sari H. Dworkin				
Congregation Beth David	Member, social action committee	20		
Juan C. Garcia				
Fresno Economic Opportunity Commission	Clinical Supervisor	400	2 Faculty	8 students
Song Lee				
Academic Senate (university committee)	Senator for CSER	20+ hrs per year	50+	n/a
Clovis West Hmong Student Conference	Presenter	4 hrs per year	n/a	n/a
Hmong Student Association	Co-Advisor	5 + hrs per yr	3	50+
Chi Sigma Iota	Co-Advisor	2+ hrs per yr	2	20+
Development Committee (School committee)	Member	10+ hrs per yr	6+	n/a
Graduate Thesis Committee	Committee Member, reader	20+ hrs per yr		1
Faculty Assembly (KSOED)	Treasurer	2+ hrs per month		
Hmong National Development	Member on Board of Directors	4+hrs per month	na	na
Psychological Services (CSUF health center)	Counselor (interning to obtain clinical hours for MFT licensing)	8 hrs+ per week	na	na
Scholarship Committee (School committee)	Member, rep for Faculty Assembly	5+ per yr	6+	n/a
Southeast Asian Teachers (SEAT)	Co-Advisor	5+ hrs per yr.	2	10+
Stone Soup Fresno	Consultant & regular radio guest to provide psychoedu	20+ hrs per yr.	n/a	n/a

Women's Resource Center Committee	member	5+ hrs per yr.	7+	1
Christopher Lucey				
Fresno County Economic Opportunities Commission	Consultant/ Supervisor	100		5
Fresno Family Counseling Center	Director/ Supervision	1000		17
Emily A. Nusbaum				
California chapter of The Association for Persons with Severe Handicaps	Elected board member	2 multi-day board mtgs. per year		
Community Connections	Board member	1 hour mtg. per month		
Wayfinders	University liaison	1 hour mtg. per month		
Carol Rankin				
Spirit of Women	Train staff in Motivational Interviewing	2 hrs		
Resources for Independence-Central Valley	Secretary	3 hrs per mo		
Janell Tatsumura				
KSOEHD Bricks Committee	Comm. Member	45 min	4	
Southeast Asian Teachers Club	Co-Advisor	12	2	
California State Employees Charitable Campaign o	School Liaison	5	20	
Colleen Torgerson				
University Graduation Task Force	Member	30 min a week	6	1
SSTF	Member	1.5 hour a month	20	3
Program for Children	Vice-Chair	3 hrs a mo	10	3
KSOEHD Bricks' Committee	Member	1 hr a mo	10	

Phi Delta Kappan – Local Chpt	Member	2 hr a mo	6	
JDRF – Local Chpt	Member	2 hr mo	5	
Kremen Committees	Member	16 hr a mo	varies	1
<i>Kyle Weir</i>				
LDS Family Services	Low Cost Counseling	5 hours per week	1	0
Fresno Family Counseling Center	Supervisor	1-3 hours per week (Not including COUN 239)	1	4-5

Department of Curriculum and Instruction

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Jeanie Behrend</i>				
Build a Teacher Club	Presentation	1		
<i>Otto Benavides</i>				
ACEL –The Academy for Civic and Entrepreneurial Leadership	Board Member	20		
California Learning Resource Center-CLRN	Board Member	10		
Clovis Celebration Fellowship	Media Consultant	60		
International Student Media Festival	Chair	100+		
International Council for Educational Media	President	100+		
<i>Jacques Benninga</i>				
KVPR Radio Series, “The Moral Is”	Writer/Organizer	50	5	
Journal of Research in Character Education	Editorial Review Board	30		
FUSD Health and Social Services Advisory Committee	Member	20		
<i>Kathryn Biacindo</i>				
Cave Research Foundation, National Park Service	Corps member	200	22	5
Natural Investigations	Bio-surveyor	240	1	2

American Indian Woman's Association	Member	100		
San Joaquin Valley Grotto	Treasurer and tech talk	100	8	5
Bass Lake PowWow committee	Volunteer	70		
Save the Foothills	Board member	120		
<i>Carol Fry Bohlin</i>				
Association of Mathematics Teacher Educators (AMTE)	Member, AMTE Affiliate Connections Committee (2010-2013)	12		
Association of Public and Land-grant Universities (APLU)	Fresno State's representative to APLU's SMTI.	120		
California Association of Mathematics Teacher Educators (CAMTE)	CAMTE Web site designer and coordinator: http://camte.org	200		
MESA	Spoke at the spring 2010 workshop	2		
MATHCOUNTS Regional Competition	Spoke at the February 2019 regional competition.	5		
New Spirit Charter Academy, Fresno, CA	Advisor to the New Spirit Charter Academy	20		
University High School (UHS)	Helped coordinate UHS's groundbreaking ceremony on Oct. 16, 2010; served as an active member of the Phoenix Alliance	80		
<i>Robin Chiero</i>				
Sierra Foothill Conservancy	Member of committee to investigate revision of website			

<i>Jose Lomeli</i>				
Golden Valley Unified School District, Softball Boosters Fundraiser	Organized, Coordinated	8		200
Kern County Office of Education, Parent Training	Advised Parents about U.S. Education System	4		75
Golden Valley Unified School District Liberty Hawks Varsity Softball Team	Donated and set up batting cage for the team	25		30
<i>Susana Mata</i>				
Yak Tityu Tityu Tribal Council	Tribal member	80	N/A	N/A
Chevron Corporation	Tribal member	40	N/A	N/A
Fresno Area Stanford Alumni Association	Board member	40	N/A	N/A
<i>Jane Moosoolian</i>				
Build-A-Teacher Club	Faculty Sponsor	10/month	1faculty/2staff	35-40
Kappa Kappa Gamma	Faculty Sponsor	Varies		50
<i>Lisa Nyberg</i>				
Classroom Management Seminars	Presenter	10		175
<i>Susan Schlievert</i>				
Bonner Center for Character Education	Board Member	9		
Centennial Committee	Member	20		
Character and Civic Education Annual Conference	Planning Committee	14		
CSUF Academic Senate	Elected Member	30		
Development Committee	Faculty Assembly elected member	10		
Doctoral Club	Steering Committee	5		
Fresno Art Museum Ad Hoc Exploratory Committee	Member	12		
Fresno State Kremen School Alumni Board	President	30		
Kremen Alumni Scholarship Committee	Member	6		
Liberal Studies Review Committee	Member	40		
Noted Alumni Committee	Member	20		
Oktoberfest at University House	Chairperson	30	20	240
Waiver of pre-admission field experience (EHD 50)	Coordinator	40		
Young Artists' Gallery	Curator	4		

Melanie Wenrick				
CAMTE – California Association of Mathematics Teacher Educators	Treasurer	50 hrs		
Central Valley Multiples Club	Newsletter Editor, Website Committee, Silent Auction Committee	180 hrs		
Education Employees Credit Union Grant Selection Committee Member (5 th year)	Reviewed applications	10 hrs		
March for Babies	Team Member	4 hrs		

Department of Educational Research and Administration

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Virginia Boris				
Clovis Unified School District	Mentor to Site and District Administrators	35	14	0
Walt Buster				
Stone Soup	Advisor	10		
Strategic Planning-Marín General Hospital	Participant	10		
Alfredo Cuellar				
Instituto de los Mexicanos en el Exterior	Secretary	3 per week	30 million Mexicans	
Latino Mayors and Elected Officials of the San Joaquin Valley	Chair Committee of Education	2 per week	Thousands in the Valley	
Latino Rotary Club	Sergeant of Arms	3 per week	Hundreds	
Faculty of Color for Gender, Equity and Social Justice	Member	1 per week	Minority and diverse faculty at the KSOEHD	
Latino Faculty and Staff at CSU Fresno	Member	2 per month	Latino faculty and staff on campus	
Juan Carlos González				
Chair in CSU teaching conference, Cal State, San Bernardino	Session Chair	2		
Dandoy Research Committee	Committee Member	12		
Exemplary Practice in Ed: Engaging Students in Theory Learning, Jan 20	Participant	8		
The McNair Program, CSU-F	Mentor	40		

Latino Education Advocacy Day (LEAD)	Participant	8		
Latina/o Faculty and Staff Association	Member	6		
Latino Research Center, consultant, Jan 7 Writing group CSUF (Fall)	Consultant	1.5		
Migrant Education retreat, Dec 6, Goal Setting Presentation with Amber Soto	Participant / Presenter	16		
Naomi Campbell doctoral dissertation committee, UMKC	Committee Member	10		
Panel Leadership Team in Student Affairs, Nov 18	Panel Member	1		
RACE committee	Vice President	20		
Raul Alcala doctoral dissertation committee, Arizona State University	Committee Member	40		
Renee Sweeden doctoral dissertation committee, University of Missouri – Kansas City	Committee Member	10		
Reviewer, Donna Russell book	Reviewer	20		
Reviewer, Journal of Diversity in Higher Education	Reviewer	20		
Reviewer, proposals for AERA 2010	Reviewer	20		
Reviewer, proposals for Ken Magdaleno conference	Reviewer	10		
WASC accreditation committee	Committee Member	1		
<i>Linda Hauser</i>				
California Association of Professors of Education	Ad-Hoc Committee Chair: UCEA Liaison	10		
Fresno Community Graduation Summit	Process Developer and Facilitator Trainer	25	Approximately 15 Facilitators and 150 Summit attendees (including students)	
Professional Learning Communities at Work: Bringing the Big Ideas to Life— DuFour two-day conference sponsored by CVELI	Direct seating, pass out materials, clean-up	8	740 attendees	
Seminar in Clinical Supervision--Visalia Unified School District	Content Developer, Presenter and Facilitator	20	I trained 30 Visalia Unified administrators	

Jason C. Immekus				
Central California Children's Institute	Faculty Fellow		5	2
J.E. Fehsenfeld Foundation	Board Member		-	-
Faculty Assembly	President		4	-
Executive Committee	Faculty Rep.		7	-
Coordinating Council Committee	Faculty Rep.		6	-
Dandoy Committee	Faculty Rep.			
American Educational Research Association	Review Conference Proposals		-	-
National Council on Measurement in Education	Review Conference Proposals		-	-
Diane Oliver				
California Association of Latino Superintendents and Administrators (CALSA)	Reviewer for conference proposals	10		
Council for the Study of Community Colleges	Reviewer for conference proposals	3		
Susan Tracz				
Measurement and Evaluation in Counseling and Development	Journal Editorial Board Member/ Reviewer	60		
Multiple Linear Regression Viewpoints	Journal Editorial Board Member/ Reviewer	20		
Multiple Linear Regression/General Linear Model SIG	Conference Paper Reviewer	20		
Donald Wise				
California Association of Professors of Education Administration (CAPEA)	President-Elect	90	95	10
Holy Family Church	Senior Warden	120	175 persons	
Encourage Tomorrow/Fresno Unified	Mentor	55		1 fourth grade student
Hanford Elementary School District	Member, Alternative Governance Board	32	80 approximately at four school sites	

Sanger Unified School District	Member, Alternative Governance Board	25	105 teachers in the school	Over 1,700 students in the school
Student Charter of ACSA	Faculty Advisor	30	6	6
Bonner Center for Character Education	Advisory Board Member	15	8	3

Department of Literacy and Early Education

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Laura Alamillo</i>				
First Book	Advisory Board	3 hrs		
<i>Imelda Basurto</i>				
Arnie Nixon Storytelling Guild	Board of Directors	10	0	0
California Professors of Reading/Language Arts	Treasurer	20	0	0
Center of Advancement for Reading Research	CSU Rep	18	0	0
<i>Jyothi Bathina</i>				
Literacy Project: Sanger Unified, Visalia Unified	Mentor	300	3	100
<i>Glenn DeVoogd</i>				
Books Alive	Coordinator	15	1	
Reading Stories and doing critical literacy at Leavenworth School	Reader	2	1	0
Ingrid Hess, author and book designer	Coordinator	8	4	10
Fresno State Book Club	Coordinator	36	1	3
<i>Steve Hart</i>				
International Association for Research on Service-Learning and Community Engagement	Reviewed Conference proposals	20		
International Association for Research on Service-Learning and Community Engagement	Graduate Student Mentor	10		
National Education Association Foundation	Reviewed Student Achievement grants	10		
National Reading Conference	Reviewed proposals for Teacher Education Area	10		

National Reading Conference	Reviewed proposals for Literacy Education Context Area	10		
<i>Teresa Huerta</i>				
KSOEHD International Committee	Chair	20 hrs		
Latino Issues Forum (LIF)	Attended quarterly meetings	6 hrs.		
Central California Latina Network (CCLN)	Attended monthly meetings	8 hrs		
McCord Elementary School, Orange Cove	Served in establishing a family literacy program	20 hrs		
California Association of Bilingual Educators (CABE)	Attended monthly meetings	6 hrs		
TPA Scoring (FA 09 and SP 10)	Score Phase 1 TPA 7	8 hrs.		
<i>Susan Macy</i>				
Clovis Unified School District, BTSA Board	Board Member	6	15	
Yosemite Unified School District	Facilitated Strategic Plan	30	30	
<i>Judith Neal</i>				
Arnie Nixon Center Advocates	Board member	10		
<i>Marilyn Shelton</i>				
Central California Children's Services Network	Board member Board Secretary	54		
<i>Anthony T. Vang</i>				
Fresno Unified School District	Board Member		1	
English Learner Task Force	Member		1	

4. Other Activities and Accomplishments

Department of Counseling, Special Education, and Rehabilitation

Sarah Lam

- Appointment to serve as the Assistant to the Dean of the school
- Panelist: Panel on Diversity and Leadership within the section on Supporting and Growing Leaders and Emerging Leaders at Fresno State, presented on March 19, 2010 at the event hosted by Research and Critical Educators and the Provost's Office

Juan Garcia

- California Brief Multicultural Competence Scale, Certified Training, California Institute of Mental Health, State of California. (32 hours CEs in Evidence-Based multicultural training for mental health and allied health professionals.

Charles Arokiasamy

- Mentored 5 students and one staff to two presentation in national conference in Washington DC – Oct, 2009
- Mentored 4 students to a presentations at a national conference in Manhattan Beach – April 2010
- Mentored one student and two faculty in research grant submission

Song Lee

- Guided graduate student in conducting research with Dr. Song Lee.
- Completed two book chapters--submitted to the editors in Feb. 2010 and March 2010.

Emily Nusbaum

- Faculty advisor to the Advocates to Students with Disabilities (ASD) -worked with the President and Vice-President of ASD to design a survey of open-ended questions that was sent out to a range of undergraduate and graduate student listservs to support ASD in re-establishing themselves on campus and to address political and social issues related to disability at CSU Fresno.

Jenelle Pitt

- University-wide committee membership/leadership
- Commission on Human Relations and Equity, Member (California State University, Fresno, Appointed September 2009)
- Researchers and Critical Educators, President (California State University, Fresno, 2009-2010)
- Untenured Faculty Organization, Elections Committee, Chair (California State University, Fresno, 2009-2010)
- Kremen School of Education and Human Development committee membership/leadership
- School of Education, Research Committee, Representative (California State University, Fresno, 2009-2010)
- City of Fresno, Disability Advisory Commission, Board member (Appointed January 2010)

Carol Rankin

- Fresno State: President's Council on Disability; Alcohol Safety Council

- KSOEHD: Technology Committee

H. Dan Smith

- Past President CAMFT; Nominating Committee, Scholarship Committee, Conference Committee, Educational Foundation.

Janell Tatsumura

- Accepted in to Cohort 3 of the Doctoral Program in Educational Leadership at Fresno State.
- Serve on 12 of university and school committees, including the University G.E. Committee, Student Success Task Force, President's Commission on Teacher Education and the President's Integrated Marketing and Communication Council
- Coordinator of the Liberal Studies Degree Program, which is one of the largest undergraduate degree programs at the university.

Colleen Torgerson

- Director, Mentoring Institute
- Director, First Year Experience

Kyle Weir

- Program Coordinator, Counselor Education: Administrative duties as coordinator has taken a considerable amount of time this year and has diverted my efforts from many scholarly activities (such as presenting and publishing). I have determined to not let teaching be affected by my administrative duties.
- CACREP Accreditation Self-Study: Due June 2011. I have begun our self-study efforts this year in preparation for our upcoming accreditation review.

Department of Curriculum and Instruction

Otto Benavides

- AIT Academic Information Technology Committee, Chair. Review and recommend Academic Technology policies
- ASCSU – California State University Academic Senate, Senator. Participate in the design and adoption system wide policies.
- ATAC Academic Technology Advisory Committee, Member. Review technology policies related to accessibility for the disabled.
- Fresno Academic Senate, Senator. Participate in the design and adoption campus wide policies.
- IETCC, Member. Review and recommend academic technology policies.
- Information Security Committee, Member. Review statewide policies and recommend new CSU Information Securities policies.
- Learning Management Services Task Force, Member. Analyze statewide LMS systems and recommend adoption of learning management services and system.
- Kremen School of Education Technology Committee, Member. Review processes, recommend purchases, and recommend policies.

- Kremen School of Education Budget Committee, Member. Review recommendations of budget proposals for school.
- Standards for Information Technology, Member. Recommendations for campus wide technology standards.

Kathryn Biacindo

- Attended Taskstream Webinar, Assessment options, participant, 04/20/10.
- Attended Rescue Training worksho, CRF, search and rescue, trainee, 03/06-07/10.
- Participated in Google Aps Webinar, advanced google users, 02/26/10.
- Participated in Exemplary Teaching Practices, Willard Dagget seminar 01/20/10.
- Participated at CPU teleconference, on land bio-usage, 10/08/09
- Speaker at CAISO web conference, Energy in CA, 09/28/09

Carol Fry Bohlin

- My master's program advisee and master's project student Sean Johnson was selected as the KSOEHD Graduate Dean's Medal recipient in April 2010.
- M.A. in Education (Curriculum and Instruction) Coordinator: 2009-2010--largest graduating class in the history of the MAE-C&I Program; designed new program Web page: http://www.csufresno.edu/ci/graduate/ma_education.shtml; developed detailed "Advancement to Candidacy Checklists" and project information forms for MAE programs; held new student orientations; only KSOEHD program to provide honor cords to all students graduating with distinction; served on Division of Graduate Studies' Project/Thesis Task Force
- Nominated in May 2010 to serve on the Phoenix Alliance Board of University High School.

Jody Daughtry

- Hosted 20th Annual Teachers of Tomorrow Camp for high school students who are prospective teachers.
- Helped establish first Linked Learning cohort in the Single Subject Credential program with Jonica Bushman, Jyothi Bathina, and Suzanne Peterson, and David Tanner.

Richard Firpo

- Master of Ceremonies at Annual Noted Alumni Awards Dinner
- Master of Ceremonies at two Brick Honor Wall Receptions

Jose Lomeli

- Visited Clemson University consulted with faculty involved in the Call Me MISTER Program
- Involved in TPA scoring
- Involved with staff development of California Mini-Corps and Teaching Fellows Programs
- Piloting Blackboard 9.1
- Interim Chair of Multiple Subject Committee

Susana Mata

- Conducted the Faculty Diversity Symposium with Dr. Mario Baca, May 12, 2010, California State University, Fresno, CA

James Marshall

- Appointed Interim Associate Dean, Spring semester 2010

Lisa Nyberg

- Interim Department Chair, Curriculum and Instruction

Walter Ullrich

- Arranged for Dr. Wayne Au to present at the Cesar Chavez Conference, CSU Fresno.

Department of Educational Research and Administration**Alfredo Cuellar**

- Teach a doctoral course in Villa Hermosa, Tabasco, Mexico in 2009
- Teach a doctoral course in Tampico, Tamaulipas, Mexico in 2010
- Legal/cultural consultant for Attorney at Law Phillip Cherney, Fresno, CA 2009
- Legal/cultural consultant for Attorney at Law Edgar Page, Fresno, CA 2010

Linda Hauser

- Co-facilitator of future leaders' cohort for State Center Community College on November 20, 2010 (Context Mapping).
- Lead facilitator and trainer of district coaches for the Central Valley Leadership Network.

Jason C. Immekus

- McNair Program Faculty Mentor for Rocio Luna (Psychology)

Kenneth R. Magdaleno

- Program Organizer/Coordinator of CALSA-UCLA First Annual, Research-to-Practice Conclave, March 12, 2010
- Masters Degree Reader, Ms. Silvia Aguirre, Department of Social Work, California State University, Fresno

David Tanner

- I chair the University Board on Promotions
- I am completing a manuscript that will become a statistics textbook

Susan Tracz

- Chair of the Multiple Linear Regression/General Linear Model SIG of AERA
- METRO Grant Evaluator
- KSOEHD Graduate Programs Coordinator
- JDPEL Coordinator of Research

- Member/Chair of 8 school and university committees
- Chaired 8 dissertation committees

Don Wise

- Special consultant to the Ministry of Education of Guatemala. Designed Master's degree program and will teach two courses to group selected from nationwide pool. Part of overall national education reform strategy.

Department of Literacy and Early Education

Shareen Abramson

- Designed a new syllabus, identified new texts and youth literature and revised all required assignments for LEE 173ECE
- In collaboration with LEE 174ECE supervisor, aligned LEE 173ECE topics and assignments to create stronger connections between course and field-based practice of assessing and teaching literacy to students.
- Increased student engagement and online learning in my courses through group work and inquiry-based learning and teaching.

Imelda Basurto

- African American Future Teacher Fair, November 12, 2009
- Arne Nixon Storytelling Festival, April 17, 2010

Glenn DeVoogd

- RACE Conference put on my California State University Fresno.
- Book Club on books written by Nel Noddings in March and April 2010.
- CVELI Conference on Exemplary Practice, January 20, 2010 Bill Daggett keynote
- Teachers for Social Justice, October 10, 2009. Pedro Noguera Keynote address. San Francisco, CA
- Director of Region 7 for the California Reading Association 2010-2011.
- Coordinated the Chavez Conference with speakers from seven different cities in California and Denver. April 29 and May 1, 2010. 350 attendees saw Stephen Krashen, Wayne Au, and a film called Immersion by Richard Levien.

Steve Hart

- Critical Service-Learning in the Community – Sanger, CA
- Middle School Student Literacy Assessment Service-Learning Project – Fowler, CA
- Served on Academic Senate Service-Learning Subcommittee
- Served on Kremen Equity Committee
- Served as Vice-President of Kremen Faculty Assembly
- Served on Reading/Language Arts Program Assessment Committee
- Collaborated with colleagues to conduct peer observations
- Participated in scoring Fresno Assessment of Student Teachers (FAST)

Susan Macy

- TPA Users Advisory Board to CCTC, member

Joanne McKay

- National Day of Writing proclaimed in Fresno by Mayor Ashley Swearingen, sponsored by the San Joaquin Valley Writing Project and the National Council of Teachers of English (October 2009)
- Met with Congressmen Devin Nunes and Jim Costa in Washington D.C. with two area teachers to advocate for the National Writing Project. (March 2010)
- Director of the San Joaquin Valley Writing Project

Judith Neal

- Neal, J. C., & Kelly, P. R. (2010). Powerful teaching for language and literacy development in Reading Recovery Lessons. Invited pre-conference workshop. National Reading Recovery and K-6 Classroom Literacy Conference, Columbus, OH.
- National: Served as Peer Reviewer of manuscripts submitted to Reading and Writing Quarterly (7 manuscripts).
- State: Served as Peer Reviewer of manuscripts submitted to California Reader (2 manuscripts).
- Local: Provided leadership for regular Writing Group meetings for interested faculty