

**Kremen School of Education and Human Development
Dean's Report to the Provost
2010-2011**

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 2010-2011 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. Covino as part of last year's evaluation.

Section 1 of this report specifies Kremen Accomplishment Areas. This includes 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. Section 2 specifies goals from the Kremen Strategic Plan. The third section details performance on the nine specific goals set by the Dean and the Provost for the 2010-2011 Academic Year. The fourth section includes the summary narrative of major accomplishments for the year. The fifth section reports on the assessment of our graduates as directed. A team of faculty is in the process of writing five or six scholarly articles detailing some quite interesting findings that arose as part of our assessment activities. As an appendix, the two articles already published plus a third accepted and in galley proofs are attached. We will share the others when completed. The report concludes with the proposed Kremen Goals for next year, in addition to those in our Strategic Plan.

Section 1: Accomplishment Areas

1. Degree and Credential Production 2010-2011

The Kremen School successfully educated, graduated, hooded and/or credentialed well over 1300 students this May. At the hooding on May 20, 2011, 334 Kremen students received degrees including 28 doctoral candidates in the Ed Leadership program. For Cohort 2 of the doc program out of 26 who started, 23 completed the degree in three years. We find this astounding. The number of degrees and credentials awarded in 2010-2011 is:

Undergraduate Degree	N
Liberal Studies Degrees	371

This was over ten percent of all Fresno State undergrad degrees and the largest single program major (some departments have multiple majors or tracks). Of the 371 who received the bachelor's, 298 received the undergraduate degree only, 73 were blended and also received the

Multiple Subject Credential.

Credential Programs-Kremen	N
Multiple Subject Credential	137
Multiple Subject Clear Credential	19
Single Subject Credential	145
Single Subject Clear Credential	12
Education Specialist Credential	38
Ed Specialist Level II	36
Administrative Services Credential	78
Administrative Services Level II	6
Early Childhood Education Specialist	2
Pupil Personnel Services (PPS) Counseling	41
CalStateTEACH	89
Internships	39
Added Authorizations	72
Total Kremen Credentials	714

Other Credentials in Unit Not Kremen

PPS Social Work	7
PPS School Psychology	5
School Nurse Services	33
Speech Language Pathology	28
Agricultural Specialist	12
Total Credentials	799

Graduate Program Degrees

Doctorate in Ed Leadership (Independent and Joint	28
Master of Arts in Teaching	18
MS Counseling & MFT	129
MS Rehabilitation	39
MA Special Education	20
MA Curriculum & Instruction	23
MA Reading	27
MA Early Childhood	12

MA Educational Administration	38
Total Graduate Degrees	334

The Kremen School was heavily affected by the changing admissions rules of the CSU. Because of the long-range recruitment and planning required to change numbers, the closing of spring admittance in 2010 and the hard cap (later removed) on FTES in fall 2010 dramatically affected the numbers in both Masters and Credential. Despite this, the Kremen School awarded 707 degrees, credentialed 714 teachers, counselors, and administrators and produced **1348** (unduplicated count) different individuals as program completers.

2. 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 wherever a critical mass of students could be recruited. This year **11** cohort programs were located off campus, freeing up over 40 classroom spaces and providing instruction in a manner calculated to have the most impact. Research on the evaluation by employers and graduates of the credential cohorts show markedly superior ratings by and of these candidates as compared to our traditional, on-campus, candidates.

Kremen Cohorts 2010-2011

Program	Enrollment	Units
Multiple Subject Credential		
Sanger	21	34
Central	28	34
Educational Administration		
Fresno Unified	29	30
Clovis	25	
Sanger	14	
Central	14	
Visalia	5	
On-Campus	18 (graduated)	
On-Campus	14 (in progress)	
Chan. Fellows	22	
Higher Ed	19	
Reading Masters		
Visalia	19	34
Clovis	23	34
Master of Arts in Teaching		
On-line	30	30
Doctoral Program in Educational Leadership		

Graduated Cohort 2	23
Cohort 3	24 enrolled
Cohort 4	20 enrolled

3. STEM Teacher Production

Total math and science for AY 2009: 68

Total math and science for AY 2010: 80

Math for AY 2009: 36

Math for AY 2010: 48

Math has risen from 13 in baseline year 2006 to 48 in 2010, a 269% increase

Science for AY 2009: 34

Science for AY 2010: 32

Science has risen from 12 in AY 2006 to 32 in AY 2010, a 167% increase

The Kremen School has supported a 3 WTU release time for Carol Bohlin to focus on Math and Science Teacher recruitment. Wince that release time started we have grown from 25 math and science teachers to 80. This is an appreciable increase and a tribute to the collaboration between the College of Science and Math and the Kremen School.

4. Provided support for Service Projects and Centers

Aside from credentialing new professionals and awarding graduate degrees, perhaps the Kremen School's highest 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 minor fiscal support.

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 and was one of 9 universities named to the President's Honor Roll of Engaged Universities. Kremen is its most engaged school or college on campus.

The School's projects engage faculty and students in service, research, and incredibly valuable interaction with the community and its children. Later this summer a summary of each project's accomplishments will be submitted and made public.

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 (14 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
Youth to College
English Language Acquisition
California Mini-Corps
Internship Program
Math Teacher Partnership Pilot
Math/Science Teacher Initiative
NASA Pre-service Teacher Institute
CalStateTEACH Fresno

Section 2: 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 32 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.

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. We have displays in both elevators and in other display cases on the first floor.

Develop teams of faculty to research areas of common interest

Three faculty teams continue to work together; LEE, CSER-Rehabilitation, and the Administrative/Assessment group had two articles published this year and have four in process.

Support professional development by encouraging and funding attendance at conferences where the faculty member is presenting. In 2010-2011 Kremen faculty members made over 160 professional presentations (unduplicated) at local, regional, national and international conferences.

International	National	Regional	Local
12	46	32	58

International locations included Turkey, India, China, Puerto Rico, Viet Nam, Mexico, and Guatemala. National included New York, New Orleans, Orlando, Chicago, Albuquerque, Cincinnati, San Diego, Anaheim, Las Vegas, San Antonio, Washington D.C., and Pasadena. Local and regional covered most large and many small cities within California. The faculty did a great job of making the Kremen School and Fresno State visible to their colleagues and professional societies.

c. Continue Dean's funding for research and grant writing

The Dean's office has supplied a total of \$528,000 for research/release time over the last 6 years. The Provost provided \$40,000 additional funding last year and will provide a like amount for next year. Approximately \$100,000 will be available for next year and will be administered by the Dandoy Committee, the group of research focused faculty elected and appointed for this role.

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.

While we have not had the increase we hoped for in peer reviewed journal articles, more faculty are collaborating in the research that was done, involving more teachers in active scholarship. Very promising is that 11 journal articles have already been accepted for publication during 2011-2012, meaning next years number should be considerably higher. It might also be noted that Kremen has 14 fewer tenure track faculty than it did in 2004 yet the faculty here currently are producing more scholarship than the faculty present back then. Additionally, the quality of journals has increased markedly since the Kremen Publications Committee instituted the review of the journals faculty use as outlets for their writing.

<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
2010-2011	15	12	27

e. Establish and disseminate expectations for promotions

The KSOEHD expectations for retention, tenure, and promotion continue to follow the Academic Policy Manual. A faculty committee developed recommendations related to expectations and definition of indexed, peer reviewed journals. These recommendations are the guideline considered by the Dean and the school Personnel committee in their decisions concerning the scholarly nature and quality of publications.

f. Increase the number and dollar amount of externally funded grants

The amount acquired thus far this year according to the latest report is **\$3,399,401** with one month to go. This is an increase of over \$300,000 compared to last year at this same date. Our five-year total is \$15,288,068, still the third highest total of the eight schools and colleges at Fresno State.

g. Expand the leadership roles of the faculty

Sarah Lam has performed wonderfully as the Special 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 Ken Magdaleno were elected chairs of CSER and ERA respectively. This gives us needed ethnic diversity in the chairs group but leaves Sarah Lam as the only female among the top six positions leadership positions. This is somewhat ameliorated in that all three teaching credential coordinators, Lisa Nyberg, Jody Daughtry, and Dana Powell are female as well as five graduate coordinators, Carol Fry Bohlin (Curriculum & Instruction), Imelda Basurto (Reading), Dana Powell (SpEd), Sarah Lam (Counseling and Student Services) and Carol Rankin (Rehabilitation Counseling). Robin Chiero serves as CalStateTEACH Director and has taken on the large task of chairing the Single Subject Credential revision project.

Theresa Huerta, Ginny Boris, and Wally Ullrich functioned as part of the system's core faculty for the Center for Closing the Achievement Gap. That Center is closed however the project will continue under the leadership of the Education Deans. Colleen Torgerson works half-time for Academic Affairs in a leadership role and is overseeing our increase of credentialing through partnerships, the move toward Teacher Residency, and the Linked Learning (Multiple Pathways) grant and cohort.

h. Inform faculty and students about equity issues

The Kremen Equity Committee was revived and urged to develop projects. The Kremen School held a "mandatory" faculty retreat at the Picadilly Inn with Francine Oputa putting on the RACE workshop in August 2010. Virtually every faculty member attended for at least part of the day. This was followed up by a half-day retreat in November, organized by the school's Equity Committee but facilitated by Francine Oputa, Christine Edmondson, Faculty in Psychology, and Jenny Whyte, Coordinator for the Women's Resource Center. The faculty reaction to both forums was very supportive and positive.

i. Support and strengthen existing partnerships

The huge list of partnerships is shown above on pages 5 and 6. In general, these operate at little or no expense to the Kremen School and overall, generate more revenue than they expend while providing unparalleled service to the community.

Six units of release time was expended for Mediator Mentors, but it produced thousands of hours of peer mediation, conflict resolution, and improved citizenship in 66 Fresno area schools. A student worker was supplied to the Fresno Family Counseling Center and it increased its hours of therapy provided to over 5000 for the year. CalStateTEACH uses office space but supported the equivalent of 2 full time staff in addition to the staff that work on the program. CVELI receives

some support from the doctoral program but is responsible for much of the achievement growth by valley schools, growth that would not occur if it were not for CVELI. It is generating large amounts of operating expenses through its workshops and conferences. Over 660 educational leaders paid to attend its spring conference this year.

Ancillary reports are due at the end of June. A full summary of such accomplishments will be supplied at that time.

j. Expand partnerships: Create at least one new partnership annually

A Reading MA partnership was established with Clovis USD and was offered during the Academic Year.

The most exciting new partnership should be formalized by July 1. This is our expanded relationship with the California Teaching Fellows Foundation. This partnership will bring approximately \$5 million per year as a philanthropic grant to the University. Over 500 Fresno State students per year will provide services in after school programs as tutors and instructors, receiving invaluable experience and approximately \$12/hour as a stipend. The Kremen School will receive approximately 1% of the overall funds for expenses and our Teaching Fellows program will benefit by over \$100,000 per year that will go to scholarships, training, and activities for our teacher candidates.

Section 3: 2010-2011 Kremen Goals, in addition to Strategic Plan Goals

1. Meet but don't exceed FTES target.

In fall 2010 we hit our target almost exactly due to literally hundreds of staff hours expended running scenarios, planning, and micro managing recruitment. At the last moment the Chancellor's Office said "never mind" however it was too late to increase for fall. In the spring we managed to increase and ended at 104.9% of target.

2. Maintain carry forward of approximately \$450,000.

Due to unexpected stimulus funds that flowed through from the federal government, conservative spending by departments, and extreme delays in acquiring furniture and computers for our classrooms and computer facilities, we have a much greater carry forward than anticipated. We had expected \$600,000, not counting the unexpended, encumbered (by us) funds for the new computer classroom and the furniture/carpeting for ED 390. CalStateTEACH gave us a large, unexpected sum and the stimulus fund amount was greater than we thought. It is likely we will, on paper, exceed \$900,000 carry forward, however over \$160,000 is being expended on the aforementioned classroom to both update it and allow for larger classes in CI 100.

3. Maintain the multiple partnerships and centers housed in the Kremen School that add so much to the community.

The list of these partnerships and centers is on page 5 and 6 and a discussion is on page 9. The centers are increasing their income and expanding their operations. We have many more staff that are employed and paid by the centers than are employed and paid by the Kremen School. Easily more than 30 full time staff, 100% reimbursed, serve in these centers at the direction of our faculty. This year, over \$450,000 in faculty salaries were reimbursed by the various projects and grants.

4. Collaborate with The Renaissance Group to develop an on-line journal, *Educational Renaissance*, hosted at Fresno State.

The call for Manuscript has been issued. Jim Marshall and I are co-editors for the first volume. We hope to recruit someone to be editor for Volume 2 and onward as part of their promotion plans or simply for the experience. To see the website for this journal please go to: <http://educationalrenaissance.org>

5. Develop a focus area in Special Education for the Educational Leadership doctoral program.

An examination of the doctoral standards of the Council for Exceptional Children and the requirements of Educational Leadership programs with a Special Education focus was completed. A committee composed of Marilyn Wilson, Karen Carey, Jack Benninga, Sharon Brown-Welty, Emily Nusbaum, Dana Powell, Colleen Torgerson, Hong Shen, and Paul Beare has met and formed an outline for the content of the five to seven courses to be developed. The courses are in the development process.

6. 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.

A committee of faculty and staff has been meeting regularly on this program. To date we have developed a common core of 16-17 units and two options, one for students interested in rehabilitation and adult services and one for students interested in entering the teaching fields, particularly special education. Both major tracks would require 120 units only. We are involved in a needs assessment and developing a budget.

7. 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.

The Teacher Residency Model as a teacher preparation pathway has been recently touted and supported by Secretary Duncan. Without outside funding and with a weak market for elementary teachers at this time, the Kremen School has established partnerships with regional districts and is working to implement many of the residency models characteristics.

As in a residency model, our CPET program places cohorts of teacher candidates and all of their preparation courses and field experiences out in a school site(s). In Summer 2010 the Sanger

Partnership added the feature of a team teacher from Sanger for each course in the program. This ranged from some guest speaking and curriculum sharing, to teaching lessons with a K-6 teacher while the teacher candidates observed and participated, to team-teaching each credential class session in partnership with a Sanger professional.

In addition two more partnerships have been added: Clovis Partnership to begin in Fall 2011 and Fresno Unified Partnership to begin Spring 2012. The Clovis partnership will encourage the elementary teachers to obtain a foundational credential in math or science and will offer middle school fieldwork. Four focus areas have been identified; English Learners, educational technology, professional learning communities, and differentiation. Clovis is identifying team teachers from their staff for each course. The Fresno Unified partnership will produce teacher candidates who earn both an elementary and special education credential (DUAL) to meet their need for special education teachers and to prepare some future elementary teachers when the market changes. Meetings are still being held to develop the characteristics for the Fresno Unified partnership. The doctoral program course is still in development with the future plan to have research conducted on this pathway.

8. Foster improved inclusive atmosphere for all faculty and staff in the Kremen School and bolster the school morale in this time of fiscal uncertainty.

Along with the aforementioned diversity and equity workshops, the Kremen School has continued to be as transparent as possible in all its operations. All faculty are notified for all administrative group meetings (Chairs, Executive Committee, and Coordinating Committee) and minutes are created for the Executive, Coordinating, and Budget Committee and distributed to the entire faculty. Likewise quarterly meetings are held with the staff and they are updated on all new or important developments or information.

We have a number of school wide events each year to which the faculty and staff are invited at no charge (or with the charge paid for by the Dean's office). This year events included October Fest, the Alumni Dinner, a home coming tailgate, a holiday party in December, a Grizzlies' Game in April, and graduate receptions in May. Additionally, faculty and staff are invited to many other dinners and events to build a cooperative feeling and camaraderie.

9. Additional Dean's Goals

1. Maintain a high professional activity level.

a. Board Memberships

Chair, CSU Education Deans, Education Deans Executive Committee

Chair, University High School Board of Directors

Member, Pivot Learning Partners Board of Directors

Member, Sierra Foothills Conservancy Board

Member, Renaissance Group Board of Governors

- b.** Organized and attended a two day workshop on adopting Co-teaching as our style of student teaching preparation. It was attended by 30 teacher education faculty and three representatives from each of four school districts. Clovis and Fresno are adopting it for their work with us.
- c.** Attended the fall Renaissance Group conference and obtained approval for the startup of an on-line, high quality, peer reviewed journal dedicated to research for the improvement of teacher preparation. With the majority of the actual work done by Jim Marshall, Patrick Newell, and Mike Giovannetti we have host site at Simon Fraser University, have an editorial board, and are distributing our call for manuscripts. Dr. Marshall and I will co-edit the first volume (two issues).
- d.** Participated as one of three deans as part of the Center for Closing the Achievement Gap. As part of this, I organized the group's visit to Sanger Unified, and obtain an invitation for the Education Deans and Associate Deans to also take part in that activity.
- e.** Took part in the *CSU Summit on the Transformative Change in Teacher Preparation* as both an attendee and a presenter.

f. Teaching

Fall 2010 SpEd 125 Positive Behavioral Interventions (3) 22 students

Spring 2011 SpEd 233 Special Educator as Researcher (3) 18 students

g. Campus Committees 2010-11

Athletic Advisory Council
Athletic Academic Performance Subcommittee
Provost Leadership Team
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 Education
Kremen School Community Council
Central California Children's Institute Board
Dissertation Committee for Pamela Parrott, Ed Leadership, Fresno State.
Dissertation: *Special Day Class Teacher Shortage and Retention Factors: A Study of Stayers*

2. Successfully complete year as both Chair of the CSU Education Deans and President of the University High School Board.

University High School: My first year as board chair for University High School saw the opening of our building and its dedication, a ceremony I was pleased to host. We graduated 101 students, 30 more than any other of our eight graduating classes. We were named a California Distinguished School, one of only two in the county. On May 25, the Washington Post released a ranking of 27,000 American High Schools. University High was ranked 36th. I was elected chair for the 2011-2012 school year at the June Board meeting.

CSU Education Deans: The CSU Education Deans took new steps forward in collaboration. For the first time, the Deans agreed to share data from the Center for Teacher Quality Survey completed by our graduates and their employment supervisors. At our summer meeting, four campuses presented their strategies for improving graduates' performance in a number of areas. I organized and moderated two CSU system wide video-conferences. The first, in September, involved the four campuses who have fared the best on working with students who have disabilities in the general education setting presenting the strategies they employ. The second, in April, was two campuses presenting strategies for working with English Learners. The reaction was very positive and the Dean's Group plans to schedule two more next year.

Other activities included planning and hosting three statewide Deans' meetings. The first was held during the summer and included the data sharing discussed above. The second was on the Fresno State Campus and included a one-day visit to Sanger School District to allow the deans to view first hand the district that has done the best job in the state of raising the achievement of low-income children, English learners, and students with disabilities. It is the first time the deans have undertaken such an activity. The Fresno visit also included a one-hour video-conference I arranged with the St. Cloud State University faculty who have adopted Co-teaching to the practice of student teaching. The majority of campuses in the CSU are adopting this practice. Our third statewide meeting was held in San Diego in conjunction with the AACTE national conference. This is the first time we met this way. The purpose was to save money on travel since the deans attend AACTE anyway. We were able to obtain the use of a SDSU faculty member's condo, making the cost for the meeting essentially zero for everyone.

One additional activity was to co-host a one-day orientation for 21 education deans and associate deans who are new to that role in the CSU in the last two or three years. It was quite interesting to share the issues, system procedure, and ways to deal with the myriad of reports required of Education Deans compared to those deans in other schools and colleges.

3. Submit 3 articles for publication and present at one national and one local conference

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2011). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly* (accepted – proofs available on request)

Chiero, R., & **Beare, P.** (2010). An Evaluation of online versus campus-based teacher preparation programs. *Journal of Online Learning and Teaching*, 6(4), 1-11.

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.

National Presentations

American Association of Colleges for Teacher Education (2011, February 26) Annual Conference. “Assessing Program Effectiveness and Analyzing Variables that Influence Teacher Quality: Dispelling Myths of Teacher Preparation.” San Diego, CA

American Association of Colleges for Teacher Education (2011 February 24) Annual Conference. “The Renaissance Group, Past and Present: Signature Projects and Best Practices for Educator Preparation Programs.” San Diego, CA

The Renaissance Group Annual Conference, (2010, October 4) “A Blueprint for Improving Teacher Education Programs” Washington, DC

Regional Presentations

CSU-Wide Video Conference (2011, April 13) Moderator “Strategies for Improving Preparation of Teachers to serve English Learners,” System Wide in the California State University

Character and Civic Education Conference (2011 April 8) “Managing Classroom Behavior Ethically” Fresno, CA

California State University Summit (2011, February 14): Transformative Change in the Preparation of Teachers, “Use of Data to Evaluate and Improve Teacher Education Programs” Irvine, CA

CSU-Wide Video Conference (2010, September 29) Moderator “Strategies for Improving Preparation of Teachers for Students with Disabilities Served in General Education Classrooms,” System Wide in the California State University

KREMEN DEPARTMENT GOALS

Department of Counseling, Special Education, and Rehabilitation

1. Report on previous year's goals.

Counseling

- a. Divided MS degree program in Counseling and Student Services into two specializations: K-12 and Higher Education.
- b. Faculty search was successful – new faculty member arriving in Fall 2011

Special Education

- a. revised special education program
- b. faculty search was successful – new faculty member arriving in Fall 2011

Rehabilitation

- a. faculty member, in 2nd year, is resigning, effective June 2011.
- b. establishing structure for an undergraduate program.
- c. successful CORE accreditation 5-year review

2. Continued goals from previous years.

Counseling

- a. maintain and manage highest enrollments in School

Special Education

- a. put new revised program in-place for Fall 2011, implement a comprehensive exam

Rehabilitation

- a. continue looking for new funding; investigate doctoral program

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

Counseling

- a. consider off-campus program, manage high enrollments, consider doctoral program

Special Education

- a. put the “Added Authorization” in-place

Rehabilitation

- a. stabilize funding, stabilize enrollment

Department of Curriculum and Instruction

1. Report on previous year's goals.

The Department Annual Report included goals for 2009-2010. Although some headway was made, significant factors impeded progress. Most important of these was the fact that because Jacques Benninga was on sabbatical in Fall 2010 the department had two department chairs during the academic year. In addition, the budget crisis curtailed efforts at expansion generally.

Department Goals for 2009-2010 (with updates from 2010-2011):

- To update the website in an effort to enhance recruitment efforts.

Staff reductions in the departmental office and staff rotations between offices stymied the full implementation of this goal. However, one part-time staff was charged with soliciting updated web information from faculty. As yet, the departmental website has not fully been updated.

- 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 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 following are the goals and progress made for those goals established for the 2010/2011 academic year.

a. *Finalize the curriculum change and, refine signature assignments and embedded fieldwork.*

Revisions for all courses were completed during the 2010/2011 academic year. A process was designed to have students evaluate the appropriateness of the signature assignments and embedded fieldwork for several of the courses and data were collected at the end of this year. A report on those findings is included above.

b. *Assess student and program outcomes that are selected for data collection and review.*

Several student surveys were designed and a focus group protocol was used to gather data related to program and student outcome goals. The results of those data collections are reported above.

c. *Study the possibility of adding a "teacher-leader" focus to the program.*

This potential new program was discussed with the Superintendents Advisory Board as well as numerous times at department meetings. It was believed that at this time, a teacher-leader focus would not be a wise addition to the program at this time. The department faculty agreed to revisit the issue in the next few years. The faculty believed that establishing more "off-campus" cohorts for the regular program would better benefit the community.

d. *Begin the process of designating the Higher Education focus a degree option.*

The Higher Education coordinator has spent time beginning to develop the Higher Education focus into a program option. Work is continuing on this goal during the 2011/2012 academic year.

2. Continued goals from previous years.

a. *Finalize the curriculum changes, signature assignments and embedded fieldwork.*

Refinement of assignments will continue to take place during the 2011/2012 academic year.

b. *Assess student and program outcomes that are selected for data collection and review.*

New program outcomes and student outcomes will be selected for assessment and study during the 2011/2012 academic year.

c. *Begin the process of designating the Higher Education focus a degree option.*

The department will continue the process of moving the Higher Education focus to a degree option during the 2011/2012 academic year.

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

a. The department will initiate a comprehensive exam option for the program.

b. The department will create a new capstone course that will be an online course focusing on action research as the basis for the comprehensive exam.

c. The department will begin several new off-campus cohorts, one in Kings Canyon, and one denoted as a "Rural" cohort.

Department of Literacy and Early Education

1. Report on previous year's goals.

2. Continued goals from previous years.

1. Recruiting

a. For the Reading Program, continue recruiting graduate students for the fall 2011 semester. In spite of school visits by the coordinator and improvements in recruiting materials, recruiting is currently very low for the fall. The administrators the reading coordinator relied on to encourage teachers to enroll in our master's program were not effective in their attempts to get students to enroll. This may in part be due to the fact that reading specialists are being taken out of their position and placed back into the classroom during budgets cuts.

b. Master of Arts in Reading has developed the first online enrollment series of websites with help from Continuing and Global Education and TILT. Also, plans for recruiting for the online program include the mailing of over 1000 fliers and advertising in *The California Reader* and Facebook.

c. For Early Childhood, recruit graduate students for entry in the program 2011. As a result of hard work on recruiting, the Early Childhood Program has received an influx of master's candidates totally 35.

- d. Approval of Reading Online format and Linguistically and the development of the Culturally Diverse Learners Master's Option.
- e. The Master of Arts in Reading (online) was approved by WASC and faculty continue to learn about online instruction at faculty meetings and during the Power Week scheduled June 6-8.
- f. Improve mentoring of untenured faculty through monthly meetings of faculty and mentor.
- g. Though mentors have been working with faculty in different ways through peer evaluation and writing, monthly meetings have not been established.
- h. Increased scholarly writing and the continuation of bi-monthly writing group and Writer's in Residence in June 2010 and 2011.
- i. Meetings for the Writer's in Residence ceased in the fall of 2010.
- j. Publications went from two years ago from 12 to 5 last year and up to 9 this past year. Three of the publications were peer reviewed.

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

- 1. Involve students in conference presentations and publishing.
 - a. While papers were submitted with student authors, no articles or chapters were published with student authors. Some students presented with professors.
- 2. Promote innovations in teaching particularly with hybrid and online instruction.
 - a. With the advent of the new online program and the increased involvement of the LEE faculty in the MAT, many new initiatives in online instruction were achieved.
 - b. Information was shared in faculty meetings
 - c. Power Weed June 6-8
 - d. Glenn DeVoogd presented and learned at the conference called Society for Instructional Technology and Teacher Education.
 - e. Master of Arts in Reading was approved and is ready for students in the Fall 2011.
- 3. 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.
 - a. The Chavez Conference dealt with these issues successfully, but not much else was done to achieve these goals.
- 4. Increase the new visions in our world through increased peace education and professionalism.
 - a. \$48,000 grant was obtained by Dr. Pam Lane-Garon
 - b. Two mediator mentor workshops occurred each semester for about 40 hours.
 - c. Mediator Mentors continue to work in many schools in the area.
- 5. Develop a more visible vision of standards in excellence for early education that includes toddler and infant care.
 - a. This was not achieved, however, Dr. Susan Macy will be the Director of the Huggins Center where infants and toddlers are served.
- 6. Develop a Center for Research on teaching reading. Create a hub or think tank for better reading strategies.
 - a. This was not achieved.
- 7. Masters in Reading Online.

- a. This masters is ready for students in the Fall 2011.
8. Masters in Education with a focus on Linguistically and Culturally Diversity
 - a. This master's was not advanced this year or last year. In part this was due to the sudden retirement of the coordinator of the English Learner Program. Secondly, this year's program coordinator had to spend her time obtaining reauthorization for the bilingual program. This was made more difficult because no previous document for the program could be found. Though currently we are not authorized to credential students in bilingual education, progress has been made on the development of that document.
9. Credential Program. Relatively low exit surveys by supervisors of our graduated credential students and by our graduates a year after leaving Fresno State indicate the classes provide adequate instruction to address the needs of schools in the areas of social studies, at-risk students, and English learners only 60%-70% of the time. The Chancellor has requested we receive 85%. So our goal is to increase the numbers on the exit report to reflect higher satisfaction on the part of our graduates and their supervisors.

Dean's 2011-2012 Goals

Goal 1. Balance the Kremen School budget in light of the severe budgetary reductions, decreasing carry forward funds through a careful stewardship of resources.

Goal 2. Control FTES to hit within 2% of the assigned target.

Goal 3. Work with the Kremen Director of Development to exceed the Kremen Goal for the capital campaign by \$1M.

Goal 4. Establish Co-Teaching as the preferred model for student teachers placed by the Kremen School.

Goal 5. Expand the partner school program into Clovis and continue the movement toward Teacher Residency and team teaching.

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

Goal 7. Move a completely revised single subject credential program through the Kremen School approval process and submit it to the various University entities for processing.

Goal 8. Successfully integrate the Special Education, Literacy, and Early Childhood Education programs into a new department.

Goal 9. Submit for approval new courses to comprise the disabilities and rehabilitation undergraduate degree and the doctoral specialty area of special education.

Goal 10. Publish one article in a peer reviewed article, submit two data based article for publication and present at one or more national and one or more statewide professional meetings.

Goal 11. Maintain active involvement in various professional and community boards including The Renaissance Group, University High School, Pivot Learning Partners, The CSU Education Dean's Executive Committee and Sierra Foothills Conservancy.

Section 4: Summary of Accomplishments

Publishing: During the 2010-2011 academic year 44 Kremen faculty published a total of 34 peer reviewed articles, books, book chapters, monographs, and on-line academic work. As stated earlier, 15 were articles in peer reviewed journals, 12 were books or book chapters. Eleven peer reviewed articles were reported as accepted and in press but were not included above. The journals that served as outlets included the *Journal of Family Psychotherapy*, *Journal of Minority Disability Research and Practice*, *Teacher Education Quarterly*, *Rehabilitation Education*, *Applied Developmental Education*, *Educational and Psychological Measurement*, *International Journal of Critical Pedagogy*, and the *Journal of school Leadership* among others.

Presenting: Kremen Faculty made over 160 conference or workshop presentations at the most prestigious teacher and counselor education conclaves. Included in this were the national conferences of the American Educational Research Association, American Association of Colleges for Teacher Education, Coalition of Urban and Metropolitan Universities, American Psychology Association, National Association of Rehabilitation Counselors, Math Teacher Educators, National Council of Teachers of Math, National Association of Chicana and Chicano Studies, National Council for Teachers of English and the National Association for Conflict Resolution.

Otto Benavides has had the honor of giving invited presentations all over the world, with all expenses paid by his hosts, none by Otto or the University. Last year he was in Dubai and had meetings with its Sheik; during the past academic year he was in Turkey for multiple presentations and he just returned from Austria and Italy. In the fall he is going to Portugal. This is hard earned recognition that Otto has merited through years of work in technology education.

Otto has not been alone in international scholarship however. Kien Pham had the honor of doing a presentation in Ho Chi Minh City, Vietnam. Don Wise was invited to give the "Benjamin Bloom" lecture in Guatemala City, taught a one week course in Mexico and a semester long course through interactive television to sites in South America. Jyothi Bathina gave a presentation in Hyderabad, India. Juan Carlos Gonzalez and Diane Oliver made two presentations in Wuhan, China and Charles Arokiasamy made one in Puerto Rico.

While not as glamorous, Kremen faculty presented at dozens of local and regional conferences all over the valley and up and down the coasts. The list is lengthy but includes leadership training for selected CSU faculty, guidance to education leaders and many scholarly papers. A special mention is warranted for Tony Vang, who gave the commencement address at McLane High School, an enviable honor.

Awards and Honors: Lisa Nyberg was chosen for the National Science Teacher Board through a national election. Susan Tracz received the Provost's Award for Graduate Teaching and Mentoring. Scott Kupferman received a President's Recognition Award from the National

Council on Rehabilitation Education. Chris Lucey received the Richter Award for Outstanding Faculty. Laura Alamillo was named Educator of the Year by the Association of Mexican American Educators. Tony Vang was reelected to the Fresno Unified School Board. Don Wise was named Education Professor of the year by the Region 9 Association of California School Administrators. Walt Buster was appointed to the Board of the California Endowment, a very prestigious and very proactive position.

External Grants: As stated earlier, the total for funded external grants so far this year in KSOEHD is **\$3,399,401**. Some much larger, multiple year grants were funded but only the dollars collected this year count in the total. Steve Hart of the LEE department received his first large grant, \$50,000 to produce a minor in urban education. Mediator Mentors, under Pam Lane Garon, received \$50,000 from the California Endowment. Joanne McKay received three grants totaling \$92,000 for the Writing Project. The various rehabilitation counseling grants totaled over \$2,800,000 with Carol Rankin and Charles Arokiasamy the main authors. The various Math grants under Carol Fry Bohlin netted over \$260,000. The Internship Program of Rich Firpo earned \$274,000. Jason Immekus had a \$19,000 research grant. Colleen Torgerson received \$30,000 for the Linked Learning grant and project. The final year of Melanie Wenrick's grant for math understanding earned \$147,000. The California Business for Education Excellence awarded the Kremen School \$30,000 for work with the Center for Closing the Achievement Gap. Teresa Huerta, Wally Ullrich, Ginny Boris, Colleen Torgerson, and Paul Beare joined in this work with the first three receiving release time from the funds. Albert Valencia received a \$10,000 grant from AT&T and Susana Mata a like amount from a central coast foundation.

Service Programs: Service is the most astounding feature of the Kremen School. *Fresno Family Counseling* provided well over 5000 hours of services to individuals and families in our community. The *Central Valley Educational Leadership Institute* offered a continual stream of professional development, networks, conferences, and other training to educational leaders working to close the achievement gap. *Mediator Mentors* offers peer mediation and conflict resolution training and service in 66 area schools. The Rehabilitation Counseling program operates numerous programs to promote independent living and employment for persons with disabilities including *Workability*, *the Rehab Evaluation Center*, *Wayfinders*, and the *Center for Disability Innovation*. The *Central Valley Partnership for Exemplary Teachers* works in four districts and produces the highest evaluated elementary teachers in the state. The *Central California Children's Institute* is heavily involved in identifying problems and developing services for children's physical and mental health. The *Central Valley Science Project*, *San Joaquin Valley Math Project*, *Central Valley Writing Project*, and *California Reading and Literature Project* provide thousands of hours of in-service professional development to teachers in their respective specialty areas. The *Bonner Center for Character Education* has produced weekly radio spots on character development for years, hosts our annual *Civic and Character Education Conference*, and provides training to various professionals concerning ethical issues. The *Reading Lab* at Fresno State provides one to one remedial reading instruction to children with learning problems.

Kremen hosts the NASA Science Education Center and Pre-service Teacher Institute and sends groups of students and teachers for training with NASA scientists multiple times per year. Twice

they have hosted astronauts on campus for special workshops. Kremen hosts the *Central California Autism Center*, the *Huggins Center for Early Childhood Education*, and *Turning Points Academy*. All three provide outstanding services and education to their constituents.

The *Teaching Fellows/After School Programs* provide training and experience with children to over 500 Fresno State future teachers annually. Additionally, the students receive preparation in academic language and civic awareness. The teaching fellows receive full stipends for their tuition and fees. This year two groups are taking advantage of travel programs to receive training in Boston and Hawaii.

California Mini-Corps provides educational opportunities for the children of migrant parents. College students, themselves generally children from migrant families, do the actual teaching. A great number of area professionals are alumni of this program including Fresno State professors.

Individual Service: The programs listed above are wonderful but do not encompass the extent of service provided by Kremen faculty members and staff. In addition to running those programs, they serve as advisors, board members, and consultants to hundreds of on and off campus entities. The list of roles for KSOEHD is literally 20 pages single spaced. It is difficult to only highlight a few.

Otto Benavides is President of the International Council for Educational Media and Chair of the International Student Media Festival. Otto, Carol Bohlin, and Paul Beare are all on the Boards for various charter schools. Glenn Devoogd is President of the California Professors of Reading, Don Wise is President of the CA Association of Professors of Educational Administration. Pam Lane-Garon is President Elect of the Educational Section of the National Association for Conflict Resolution. Tony Vang is a member and past president of the Fresno Unified School Board. Ken Magdaleno is the Executive Director of the Center for Leadership, Equity, and Research.

Section 5: Assessment

Department of Counseling, Special Education, and Rehabilitation

Counseling

What learning outcomes did you assess this year?

Content knowledge and practicum skills of graduate students in the MS degree program in Marriage and Family Therapy, and, in Counseling and Student Students with specializations in K-12, and, Higher Education.

What instruments did you use to assess them?

The Counseling Program utilizes the "*Clinical Review Protocol*". The protocol includes 9 criteria items that are deemed essential for a successful counselor. The 9 items are measured using a 5 point scale with 1 being the lowest score and 5 being the highest score. The protocol is intended to give feedback on strengths and on areas that the student should consider improving. Failure to "pass" the Clinical Review could indicate unsuitability for this program and for the counseling profession. The Clinical Review Policy is included in our Student Handbook. A

passing score is an average of 3.0 on the 5-point scale.

The Clinical Review takes place every semester and serves to review the clinical progress of all counseling students who are enrolled in COUN 208, Practicum in Counseling, a required course, during their second or third semester in the program. The Clinical Review Committee reviews each student in COUN 208 at mid-term to evaluate whether the student demonstrates a satisfactory level of competence and qualities to become a counselor.

Fall 2008 + Spring 2009 + Summer 2009 = 121 students were reviewed

Fall 2009 + Spring 2010 + Summer 2010 = 107 students were reviewed

What did you discover from these results?

During their clinical review, students reported a preference for different sections of COUN 208 for the different MS degree specializations. For example, students in the Higher Education and K-12 specializations reported a preference for more instruction on being direct (versus indirect) and asking questions (versus not asking questions). The students related that the work as a practitioner in Higher Education and K-12 is very different from the work as a practitioner as a Marriage and Family Therapist.

What changes did you make as a result of these findings?

Counseling will offer COUN 208 (Practicum) in different sections for the three different MS degree programs and specializations.

Special Education

What learning outcomes did you assess this year?

On-site K-12 school administrators and supervisors evaluate our special education students who are in the last semester of their student teaching. Typically, the students are completing the Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities. This evaluation is part of an on-going process to include the perceptions of on-site K-12 school administrators and supervisors regarding the ability of our SPED program to adequately prepare and support our teacher candidates. The perceptions reflect the skills and abilities of the teacher candidates at the completion of their final practicum, and not while they are working on an emergency teaching credential.

What instruments did you use to assess them?

The survey instrument used was developed in the SPED program and is titled, "*Evaluation and Needs Assessment of Administrators and Supervisors of Graduates from the CSUF Special Education Program (Level I and Level II)*". The survey instrument has 10 "competency statements" and for each "competency statement" there is a 3-point rating scale. A "no knowledge" default score is also offered. The rating scale is offered with 1 being the lowest score and 3 being the highest score. The "competency statements" are designed to reflect the standards required by the California Commission on Teacher Credentialing (CCTC). The on-site K-12 administrators and supervisors are asked to check the box (i.e., 1, 2, 3, or, 'no knowledge') that is indicative of the level of preparation of our teacher candidates in special education at Fresno State. On a separate sheet, the on-site K-12 school administrators and supervisors are encouraged to write comments that will contribute to the effectiveness of our teacher preparation at Fresno State.

What did you discover from these results?

The overall assessments by on-site administrators were very positive. Two survey items emerged that may benefit from further study:

Survey item #4) collaborative development of IEPs with parents to include yearly goals and benchmark objectives that target student needs, and other service providers; and, Survey item #9) utilization of technology for instruction, communication, and/or assessment.

The program coordinator is interested in following up on the two survey items as they have the potential to contribute to improvements in syllabi and in the methods used in the delivery of the courses related to the SPED program.

What changes did you make as a result of these findings?

The findings reflect results from this 2010-2011 school year, and, are therefore very recent. Nevertheless, the findings will be taken into account as syllabi are prepared and as SPED instructors are hired and evaluated. For example, the findings will assist in the orientation of the newly hired SPED tenure-track faculty who will begin their professional academic career at Fresno State in August 2011.

Rehabilitation

What learning outcomes did you assess this year?

The Rehabilitation Program assesses for the application of rehabilitation counseling principles (knowledge, skills, attitudes) on a yearly basis. The REHAB program also assess for CORE accreditation reviews and Program Reviews using alumni survey. The program self-review was submitted last year and had a successful site visit in fall 2010.

What instrument did you use to assess them?

REHAB used two measures: the first measure is the comprehensive exam, and the second measure is the National Certification Exam: Certified Rehabilitation Counseling Exam.

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.

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

There are two changes:

Revising the REHAB program comprehensive exam (both the objective section and the written sections). REHAB is also reviewing the possibility of putting the exam on blackboard so that each exam is different and comparable in knowledge areas.

Feedback from agencies who have interviewed the students have noted that the students could do better in areas related to resume presentation and personal presentation during interviews.

REHAB is considering stressing these areas in the career placement class.

Department of Curriculum and Instruction

In addition to reports of its activities required by CSU Fresno, the Kremen School of Education and Human Development is required to submit numerous reports related to evaluation of its programs to agencies such as NCATE, AACTE, California's Commission on Teacher

Credentialing (CCTC) and the Chancellor's Office of the CSU. Each of these reports calls for different information presented in a unique format. For example, according to Dean Paul Beare, "The CCTC requires that every credential program graduate seeking recommendation for a Preliminary California Credential show mastery of the thirteen Teacher Performance Expectations (TPEs)." These 13 TPEs address a candidate's ability to

- make subject matter comprehensible to students,
- assess student learning,
- engage and support students in learning
- plan instruction and design learning experiences for students
- create and maintain effective environments for student learning
- develop as a professional educator

For students in our basic credential programs, the TPEs are assessed numerous times, and in various ways, over the course of the credential program. Fresno State has created a unique set of assessments for that purpose, each evaluated based on a scoring rubric and each scored by University faculty. Called the *Fresno Assessment of Student Teachers (FAST)* the assessments include:

The Comprehensive Lesson Project. Each student analyzes a lesson plan designed for a classroom in which there are a significant number of English learners. Candidates respond to analysis questions. They have two-and-a-half hours to complete this assessment.

The Site Visitation Project. Each student will plan, teach and evaluate a lesson that is observed by a University Supervisor. The lesson plan is to take into account students' current skills in the content area and include ways to meet the state-adopted subject matter standards.

The Teaching Sample Project. Each student is required to plan and teach a one-to-four-week unit (appropriate to grade level, subject matter and program requirements). They are to assess students' learning related to the unit, to document their teaching and students' learning.

The Holistic Proficiency Project. Each student will document their level of proficiency by reflecting on the progress made in meeting each designated Teacher Performance Expectation (TPE) with documentation and artifacts/evidence to support the assessment. Multiple Subject candidates must plan and teach a mathematics lesson, a social studies lesson and a science lesson that will be observed by their University Supervisor. The project will be evaluated based on direct observation, candidate reflections of each for each of the TPEs, and the artifacts/evidence provided by the candidate.

In addition, the CSU System-wide Evaluation of Teacher Preparation is administered annually by the Center for Teacher Quality of the California State University. A Likert scale questionnaire, it is purported to assess how well teacher candidates were prepared in reference to 24 essential general concepts and practices of teaching identified by the CSU deans of education at the direction of the Chancellor. Program graduates, first-year teachers who were program graduates, and employment supervisors of first-year teachers who were program graduates are surveyed annually regarding teacher preparation in teaching concepts and practices. Below are descriptions of the four major programs in the Department of Curriculum and Instruction:

- Multiple Subject Program (Dr. Lisa Nyberg, Coordinator)
- Single Subject Program (Dr. Jody Daughtry, Coordinator)
- Master of Arts in Teaching (Dr. Walter Ullrich, Coordinator)

- M.A. in Education—Option in Curriculum and Instruction (Dr. Carol Fry Bohlin, Coordinator)

Multiple Subject Credential Program

What learning outcomes did you assess this year?

Our primary areas of focus included:

- How well do we prepare elementary teacher candidates to meet the instructional needs of English learners?
- How well do we prepare elementary teacher candidates to meet the instructional needs of students with special needs?
- How well do we prepare elementary teacher candidates to know resources in their school and community for at risk students/families?
- How well do we prepare elementary teacher candidates to teach history/social science?

What instruments did you use to assess them?

CSU Evaluation of Teacher Preparation (Chancellor's Office)

Fresno Assessment of Student Teachers (FAST)

What did you discover from these results?

(based on latest results from 08-09. Candidates and their Supervisors responded.)

Meets the instructional needs of students who are English Learners:

Teachers 90%; Supervisors: 70% ('08 – '09) well/adequately prepared

Meets the instructional needs of students with special learning needs:

Teachers: 75%; Supervisors: 67% ('08 – '09) – well/adequately prepared

Know about resources in school and community for at risk students/families:

Teachers 57%; Supervisors: 66% ('08 – '09) well/adequately prepared

Teaching History/Social Sciences according to CA Standards K-8:

Teachers 58%; Supervisors: 72% ('08 – '09) well/adequately prepared

What changes did you make as a result of these findings

Actions: To Meet Instructional Needs of English Learners:

El faculty will meet and develop a plan for the MS program to address instruction for EL Students. (completed)

The MS faculty has worked to integrate EL strategies into the content areas based on the *99 Activities for English Learners* by Echevarria, Short, and Vogt. These strategies are based on the SIOP model. (completed)

The EL faculty hosted an EL roundtable discussion with key EL experts and community members who have a vested interest in the education of English learners in the Central Valley. Dr. Eugene Garcia led the discussion on how to improve instruction. Maria Maldonado, a Fresno Unified coordinator of EL instruction attended as well and spoke to how the district is working on similar issues. (completed)

Set up an Advisory Board of community members and district EL coordinators to advise EL faculty. (ongoing) Fall 2011

Provide faculty/supervisors with a strategy of the week. (modified) Ongoing
The EL faculty developed a list of effective EL strategies to be integrated into the content areas. The strategies were presented at Multiple Subject Course Alike meetings and at the Master Teacher Conference by Teresa Huerta. (completed)

Amend Lesson Observation Tool to have a rubric for use of SIOP. Frontloading, to be used by Master Teachers and Supervisors. (completed)

The EL faculty developed a protocol to be used by teacher candidates in order to adapt a content area lesson. The protocol is the standard final for every LEE 172 course. (completed)

Multiple Subject Review Committee will meet and review findings of the faculty and determine changes required.

Actions: To Meet Instructional Needs of Students with Special Learning Needs:

SPED faculty will meet and develop an activity or module for each course in the MS program to address special needs students in inclusive settings. Deans' webinar provided new ideas that we are developing. Spring 2012 (ongoing)

Multiple Subject faculty will pilot strategies determined at MS Course-Alike held on 1/15/09 and determine strong work product or evidence. (completed) Meeting on 5/13/11 addressing UDL. (ongoing) Spring 2012 (ongoing)

Multiple Subject Program Review Committee will meet and review findings of the faculty and determine changes required. (Met 3 times in Fall 2009/Spring 2010, and will continue on an ongoing basis.) Spring 2012 (ongoing)

Implement changes in the syllabi for courses including SPED Fall 2012

179. New assignments related to EDI and PLCs with data based and targeted interventions (ongoing)

Implement the at-risk actions (see IAP) as it affects the composite/cluster score for this item. Presentation 1/25/11. ongoing

Work with CVELI and (Educational Results Partnership, formerly JFTK) JFTK website to identify best practices that relate to this identified area and their relevance to teacher candidate preparation. Spring 2012 (ongoing)

Actions: Know about resources in school and community for at risk students

Multiple Subject faculty will pilot strategies determined at MS Course-Alike meeting held on 1/15/09 and determine strong work product or evidence. (completed) Spring 2012 (ongoing)

Multiple Subject Review Committee will meet and review findings of the faculty and determine changes required due to score decrease with implementation of new workshops and assignments. (Ongoing course-alike meetings to examine progress: 1/25/11 & 5/13/11) Spring 2012 (ongoing)

Actions: Teaching History/Social Sciences according to CA Standards:

LEE 173 full and part-time faculty will meet to review Social Science standards, concept coverage and assignments. (Met two semesters—FA 2010/SP2011 and will continue on an ongoing basis.) Fall 2010 (ongoing)

Course faculty met to discuss changes in activities and assignments during course-alike meetings. Fall 2010 Spring 2011

Implement changes in the Fall 2010 syllabus for courses including LEE 173. (completed) Fall 2010 (completed)

Multiple Subject Program Review Committee will meet and review findings of the faculty and determine changes required. (will continue on an ongoing basis) Fall 2010 Spring 2011 (ongoing)

Work with CVELI and (Educational Results Partnership, formerly JFTK) JFTK website to identify best practices that relate to this identified area and their relevance to teacher candidate preparation. (completed) Spring 2010 (completed)

Plan for LEE 173 faculty to meet to examine student outcomes tied to history/social studies methodology.	Fall 2011 (completed)
Provide professional development for faculty in the area of history/social studies methodology.	Fall 2011 Spring 2012 (ongoing)
Increase dedicated social studies methodology sessions (minimum of four sessions) in LEE 173 class.	Fall 2011 (ongoing)

To further prepare Multiple Subject Candidates, that program requires students to participate in the following special seminars during their three semesters (phases) of the program:

Phase I: EHD 174 Field Placement Seminars

General Orientation

Phase I Classroom Management

Task Stream/Teacher Performance Expectations (rotation)

Social Studies (3-session rotation)

Supervisor Small Group Discussion

Social Studies (3-session rotation)

School Site Orientation/Placement

Team Building (one Friday each group)

Phase II: EHD 178 Field Placement Seminars

General Orientation

Phase II Classroom Management

Visual Arts

Performing Arts

Task Stream Resources/California Standards for the Teaching Profession (rotation)

Phase III: EHD 170 Field Placement Seminars

General Orientation

Resume Writing

E-Files

Health/Healthy Environment

Health/Healthy Environment (Health Resources, Child Abuse, At Risk Resources)

Teaching At Risk Students

Physical Education

Teaching Sample Project Overview

Interview Panel

Single Subject Program: Secondary Teaching Credential

What Learning Outcomes Did You Assess this Year?

The 13 Teacher Performance Expectations identified by the Commission on Teacher Credentialing as expectations for all candidates for basic teaching credentials were assessed. The Teacher Performance Assessments can be accessed through the Commission on Teacher

Credentialing website or on page 1 of the Fresno Assessment of Student Teachers (FAST) manual. The Single Subject Program also assessed the 24 general concepts and practices of teaching identified by the CSU Chancellor's Office as essential for beginning teachers.

What instruments Did You Use to Assess Them?

The Fresno Assessment of Student Teachers (FAST).
The System-wide Evaluation of Teacher Preparation.

What Did You Discover From These Results?

Program improvement is needed in the following areas:

- Understanding how personal, family, and community conditions may affect learning
- Meeting the instructional needs of students who are English learners
- Meeting the instructional needs of students with special learning needs
- Thinking about problems that occur in teaching and trying out various solutions
- Assisting individual students in areas of their instructional needs in reading/math
- Knowing about resources in the school and community for at-risk students/families

What Changes Did You Make as a Result of These Findings?

The following actions related to the results generated are being implemented:

- An ad hoc committee on Single Subject preparation has been established to advise the faculty on needed program revisions.
- The program coordinator and other selected program faculty attended CSU system-wide teleconferences in which the highest rated campuses presented their approaches to teaching candidates how to meet the instructional needs of English learners and students with special needs. Syllabi revisions have and will continue to be made based on the insights gained in these teleconferences.
- The program coordinator and selected faculty attended a workshop on co-teaching. They, along with faculty in other basic credential programs, will be participating in a pilot co-teaching program in Fall of 2011. Co-teaching is a model for improving field experiences, which can have an impact on candidates' learning with reference to all of the topics previously listed.
- A revised technology in teaching course has been developed and will become a requirement for a Single Subject credential when appropriate approvals are secured. This course will enhance candidates' abilities to meet a variety of individual instructional needs.
- The program coordinator and selected program faculty attended a workshop on universal design in education (UDE). UDE refers to the idea of establishing educational environments and producing educational products that are useable by a highly diverse student clientele. A follow-up workshop is planned in the summer to guide faculty in making course revisions that should help faculty model UDE for teacher candidates.

- The program offered for the second year a new Linked Learning focused preparation program to a cohort of candidates. This cohort receives special preparation to teach in high schools that emphasize the links between academic and career/technical education, project-based learning, and interdisciplinary learning.

Master of Arts in Teaching (MAT)

The mission of the Master of Arts in Teaching (MAT) focuses specifically on applied advanced study in multicultural, social justice curriculum, instruction, and evaluation in K-12 classrooms. This online program emphasizes practitioner-oriented knowledge, skills and dispositions necessary to improve education in K-12 schools and close the achievement gap in the state's public schools.

Specific Learning Outcomes assessed during 2010/11 for Cohort 5 (who graduated fall 2010) and Cohort 6 (who began the program fall 2010) are identified below with an asterisk(*). Each Goal section concludes by succinctly identifying the instruments used, findings with respect to learning outcomes assessed, and changes made in the program based on these data.

Goal 1: CURRICULUM

Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation in multicultural, social justice education.

*Learning Outcome 1.1: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education.

*Learning Outcome 1.3: Graduates will identify ways technology can facilitate the goals of multicultural, social justice curriculum.

Instruments included critically reflective assignments and posts, problem-based papers, and mixed methods research modules in CI240 and ERA243 (Cohort 6, fall) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall).

Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.

Course syllabi for CI240, ERA243, CI246, CI260, and the program's culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 2: INSTRUCTIONAL STRATEGIES

Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology, in multicultural, social justice education.

*Learning Outcome 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.

*Learning Outcome 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

*Learning Outcome 2.3: Graduates will develop techniques for utilizing technology as an instructional tool for multicultural, social justice education.

*Learning Outcome 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.

Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI241 and action research mini-study in CI245 (Cohort 6, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)

Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.

Course syllabi for CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 3: ASSESSMENT

Prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education.

*Learning Outcome 3.3: Graduates will utilize technology to assist in the assessment of teaching and learning in multicultural, social justice education.

Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI240, CI241, and action research mini-study in CI245 (Cohort 6, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)

Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.

Course syllabi for CI240, CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 4: LEADERSHIP

Foster the skills and dispositions necessary to become educational leaders in multicultural, social justice education.

*Learning Outcome 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.

***Learning Outcome 4.2:** Graduates will become advocates for educational reforms that meet the needs of all students.

Instruments included an action research mini-study in CI245 (Cohort 6, spring) and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)

Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.

Course syllabi for CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

M.A. in Education – Curriculum and Instruction

What learning outcomes did you assess this year?

A major goal of the MAE-C&I program is to provide each student with opportunities to develop and demonstrate strong academic writing, with a focus on research and on application.

All courses in the program incorporate written assignments designed with this major goal in mind. Most assignments focus on both literature reviews and documentation of the student's application of the research literature to address a problem in an identified area of professional interest.

What instruments did you use to assess them?

- All students complete the graduate writing requirement (GWR) assignment (details provided in our SOAP) in CI 250 (Advanced Curriculum), which is offered during Fall Semester.

Most students take this course during the first semester of their graduate program. During Fall 2010, 11 students passed the GWR on the first attempt after grading according to the departmental GWR rubric. Errors in APA style (technical and structural) accounted for most of the initial non-passes. Additional mentoring by the CI 250 instructor resulted in all but two students successfully completing the GWR that semester, and the remaining two have now successfully completed this assignment. Two students from 2009-2010 still have not passed the GWR and have been engaged in one-on-one mentoring from their CI 250 instructor. The program has begun to recommend Dr. Albert Valencia's APA Style course to students who find academic writing to be a particular challenge. One MAE-C&I student took this course in Fall 2011 and was greatly aided in the technical writing aspects of her project. To help all students with APA-6th edition, helpful online tutorials such as <http://flash1r.apa.org/apastyle/basics/index.htm> will be shared with students and reviewed by the instructors of key required MAE-C&I courses.

- The culminating experience for MAE-C&I is a project or a thesis, which provides a significant opportunity for the student to develop and demonstrate his or her academic writing ability.

During 2010-2011, all students elected to do a project (CI 298). Seven students who are actively pursuing their degree have not completed their project as of May 2011 and will continue into 2011-2012. Twenty-one MAE-C&I students did successfully complete their project and master's degree. Of this 21, 57% graduated with a 4.0 GPA, 24% with a 3.9 GPA, and 19% with a GPA

lower than 3.9. Hence, 81% graduated with distinction during 2010-2011 and were provided with honor cords by the Department of Curriculum and Instruction to wear during commencement-related exercises in May 2011.

- In addition to writing excellence, an important element of the SOAP for MAE-C&I is the assessment of instruction.

The "Assessment of Teaching" assignment in CI 275 (Advanced Instruction) was re-conceptualized and redesigned last spring semester. Students have two assignments in which they plan, implement, evaluate, and report in writing a significant change in their teaching. (A final exam allows students an opportunity for depth of analysis of all areas covered during the semester.) During Spring 2010, students developed a scoring rubric for these two assignments; this rubric was also used this semester and will be used in future years. The instructor allows students the opportunity for refinement and resubmission of their papers, and nearly two-thirds do so in order to improve their writing and critical analysis skills. Individual scores are available for each student in CI 275. The average score on these assignments was 92.7%.

What did you discover from these results?

- In the KSOEHD, exit surveys are conducted online via Survey Monkey to be used as part of each program's assessment and also program improvement. Four Fall 2010 graduates responded to the survey. All felt the program was strong. The responses to the open-ended item regarding strengths of the program were as follows:
Research classes: A major strength of the C&I Program is the excellent communication that Dr. Carol Bohlin has with the students. As a student I never felt lost on the path to completing my degree. Dr. Bohlin sent numerous emails to us with information. She also always responded to emails in a timely manner. Most of the classes in the program were relevant to the professions we were all training for. Dr. Roy Bohlin's classes [CI 275, CI 227, CI 230] were very informative. There was always lots of discussion in his classes about current topics and research in Education, in which we were all about to face, or already facing, in our profession. His classes were very helpful and memorable.

The teaching of multicultural perspectives was the major strength of the program.
Flexibility and guidance

What changes did you make as a result of these findings?

The following were the responses to the item for recommended program changes. These will be discussed by the MAE-C&I program faculty (particularly to address which courses may not be viewed as connecting to the curriculum and programs in the schools):

Less group work. We do that in the workplace, but the class group work does not compare to workplace collaboration. It is completely different, and is thus that type of collaboration is preparing us for workplace collaboration.

Make it more practical, connected to the curriculum and instruction. It would be useful to discuss the actual curriculum and programs that are currently used in schools.

**Department of Educational Research and Administration
Learning Outcomes Assessed in 2010/2011**

This section is divided into two subsections, the first subsection will address program outcomes and the second section will target student learning outcomes. The department targeted two goals related to outcomes this year and both are discussed in the following narrative.

Program Outcomes

The two program outcomes measured and reviewed during the 2010/2011 academic year were:
Is the program providing practice-based curriculum that ties theory to practice?
Are courses sequenced and coupled in a way that facilitate student learning and prepare graduates appropriately for leadership positions?

Student Learning Outcomes

The two student outcomes measured and reviewed during the 2010/2011 academic year were:
In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards (2.1)

In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development (2.2).

Instruments used for Assessments

Several processes and instruments and were used to measure the Program and Student Learning Outcomes as described below.

Program Outcomes

Instruments (and processes) used to measure program outcomes included: 1) End of the Year Survey given to participating students (see Appendix A), 2) Summary of Signature Assignments and Embedded Fieldwork components (to assess the changes made to the curriculum), and 3) Focus Group Interview of four Senior Administrators from Districts being served by the Educational Leadership and Administration Program.

Student Outcomes

The instrument used to measure the two student outcomes addressed this year was a Course Assignment Assessment that was administered to students in the course entitled Seminar in Advanced Curriculum Design and Development (EAD 272) as that was the course where both of the measured student outcomes were taught and developed. The survey was both quantitative and qualitative (see Appendix B).

Results

Program Outcomes

Providing practice-based curriculum that ties theory to practice is demonstrated through the change in the program and courses.

All fieldwork stand-alone courses were eliminated and fieldwork was embedded in courses. In addition, signature assignments were agreed upon by the faculty for each course offered and are consistently administered in each course, regardless of who the instructor is for that course. Students were asked to assess the value of each of those assignments. As a result of student feedback about those embedded fieldwork and signature assignments, changes were made to the courses. A listing of the embedded fieldwork and signature assignments for each course is presented below.

EAD 261 Educational Leadership and Administration (3 units)

The purpose of EAD 261 is to begin to move teachers to think and act like administrators – that is to move from a teacher mindset to a leader mindset.

Further, the course is offered around the framework of understanding the context of education from a leadership perspective as well as some basic skills development. This course emphasizes basics and other more advanced leadership concepts are taught in EAD 262 Educational Leadership.

Note: This course requires writing assignments to fulfill the Graduate Writing Requirement

Signature Assignments

Identify a leader who could be a mentor and do a minimum of 8 hour (equivalent of a day) shadowing using a specified protocol.

Students will identify an educational leader and will interview the leader with a set of open-ended questions designed by the class. That leader will be shadowed for a full day (8 hour minimum). The student will be expected to spend approximately 30 minutes with the leader after the shadowing to discuss what was observed during the shadowing. A two-page synthesis of the shadowing experience and interview (both pre shadowing and post-shadowing experience) will be completed by the student. Elements of this report will include the mentor's values, goals, vision (both personal and organizational) and long and short-term plans for how the leader will achieve these goals. As the student is shadowing, he/she should pay particular attention to how the leader is interacting with others. For example, do they appear to be supportive, decisive, competent, concerned, etc. and do they appear to be attentive to issues of equity.

Pre and Post Writing Assignment for students to meet the writing requirement. The papers will be on an examination of cultural competencies of the individual. Ken will send us the format he has used for his writing assignments.

A school profile

The candidate will develop a socio-economic and demographic profile of his/her school site that will include student data by subgroups and will emphasize community stakeholders. Data may be retrieved from the school site, but JFK website should also be used, as well as any other appropriate Dept. of Ed website. This information will be used to compile a summary profile of that school that includes demographic and socio-economic data by subgroups. This assignment will be presented to the class using a PowerPoint presentation.

A case study will be analyzed by the student using a case analysis frame work. Walt Buster will send me a case.

An assignment on school culture will be done by each student. The assignment will include the preparation of a paper on changing the educational environment to produce a school culture of high achievement for all students. The paper will: 1) describe the culture of the school or organization the student is studying, 2) give specific examples of how different cultural attitudes of the parents, students, faculty and staff hinder the school or organization from creating change, and 3) discuss the prescription of what that school or organization should do to remove the barriers that prevent a culture of high achieving students.

EAD 272 Advanced Curriculum Design and Delivery (4 units)

The purpose of the course is foundational in that it teaches leaders what they should be seeing related to the planning, delivery, and assessment of learning as well as how to provide leadership about what to do when students are not learning. The framework is that the instruction and curriculum are aligned - the written, taught and tested curricula are all aligned. In understanding leadership through a curriculum perspective, notice would be given to all students learning and how actions are progressive rather than always of a remedial nature.

The course teaches leaders how to lead the school addresses the following four questions:

What do you want students to learn?

How do you know what they learned?

How do you respond when they didn't learn what was taught?

How do you respond when they do learn what was taught?

Leaders need to include a focus on developing accountable communities – an introduction to the development of Professional Learning Communities (PLCs) will be offered in this course and emphasized more in depth in EAD 274.

Other areas of leadership emphasis: What are the principles of a master teacher mindset? What would a leaders look for and do to develop this principle and in building “skillful teachers”?

Additionally, how does the written, taught and tested curriculum meet the tests of rigor, relevance and relationships?

Embedded Fieldwork:

Design a Faculty In-Service

Working in teams of two, design a faculty in-service addressing one of the topics of provided by your instructor. Topics will be drawn from course textbooks. Include in your presentation what all instructors will be expected to know and do and site implementation plan. Follow the template provided for quality staff development presentation. Present your final product to an audience.

Site Leaders Interview Regarding Marzano's Guaranteed Viable Curriculum

Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate.

Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, viable curriculum.

Professional Learning Community Interview and Observation

Select a school site that is implementing Professional Learning Communities (i.e. Accountable Communities, Instructional Leadership Teams). Observe a meeting of one Professional Learning Community. Interview the principal and one PLC grade level or course specific leader using the given interview protocol using the protocol provided by your instructor. Gather artifacts specific to the list provided by your instructor. Write a one- to two-page analysis of your findings. Compare what you have learned about DuFours' vision for effective PLCs' to the current implementation. Provide one or two "next step" recommendations.

Classroom Learning Walks (also included as a Signature Assignment, see below).

Signature Assignments:

Standards Scrapbook

The candidate will create a standards-based teaching and learning scrapbook and will write an expository selection detailing the use of the scrapbook as a leadership strategy and tool to promote student learning. Explicit expectations and procedures for scrapbook development will be provided and modeled during seminar sessions and protocol for the expository assignment can be found on Blackboard.

Classroom Learning Walks

This signature assignment will give students the opportunity to gather data through the classroom walk-through process and reflect on how the gathered data could be used to improve teachers' practice and students' learning.

Formative Assessment Matrix

The purpose of this signature assignment is to deepen the knowledge of future site and curriculum leaders in the role formative assessment data to guide instructional decision-making and support the learning of ALL students.

EAD 262 Advanced Educational Leadership (3 units)

The purpose of EAD 262 is to further develop the leadership capabilities in the students. The main areas of focus for the class were identified as follows:

- The process of the internal acceptance of being a leader – transitioning from a teacher to a leader
- An understanding of transactional and transformational leadership
- An understanding of what leadership is about and how one becomes a leader
- An understanding of educational reform and change – how does it happen and what is the leader's responsibility related to reform
- An understanding of 1st order and 2nd order change
- An emphasis on personal growth and transition to thinking and acting like a leader
- The process of developing vision – both personal and organization
- An understanding on how to deal with difficult people
- An emphasis on communication skills of leaders
- An emphasis on how to resolve conflicts

Signature Assignments

1a. Self-assessment and Colleague Assessment (360 degree) of Leadership Characteristics

Candidates will take a survey that measures the perceptions of candidates' leadership dispositions. Four – seven additional surveys are taken by the candidates' supervisor, peers, and subordinates. The survey is done as a pre and post measure. It is given again in the same manner at the end of the program.

1b. Transformation Reflection Paper

Candidates will write a reflection paper that is a reflection about the transformation process of that individual from a teacher (or manager) to a leader. Discuss how your perceptions of your leadership ability differ from the perceptions of the individuals who participated in the assessment exercise. Base your reflections on the data you have from all the assessments. How will you become more leader-focused based on what you have learned during this course. What areas do you still need to work on?

Development of Personal Vision

Candidates will develop a personal vision that will serve as the basis for their educational leadership platform.

3a. Reform Decision Process

Candidates will identify an important decision related to a reform that needs to be made at the candidate's work site and prepare a paper that walks through the 12 steps for making decisions about that identified reform.

3b. Decision Implementation Plan

Using the reform identified above, candidates will develop a plan for implementation. The plan should use elements of the reform model used in class.

EAD 274 Instructional Systems and Leadership for Equity (3 units)

The purpose of this course is to equip students with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and to use evidence of student learning to create and deeply embed a culture of equity and continuous improvement.

Signature Assignments

Pyramid Response to Intervention

The purpose of this signature assignment is to foster the candidate's ability to gather the data—policy, documents, interview, and statistical records—required for the assessment of an implemented program. In this case candidates will assess the current reality of a school's intervention program at three levels: a) short-term/ within the classroom, b) strategic/supplementary, and c) intensive.

To assess the current reality of a program, leaders pose four questions:

Does it exist?

The candidate will seek evidence that the school has a comprehensive RTI program. By reviewing written documents showing the plan for a system that address students' academic and behavioral needs and interviewing site administrators and faculty the candidate will ascertain if the school provides for academic and behavioral support at all three levels.

Is it of quality?

The candidate will develop criteria for the quality of an RTI program based on their course textbook, other course readings, and their literature review. The candidate will compare the quality of their site program to the quality criteria. Gaps in the program will be identified.

Is it used?

The candidate will determine the extent to which teachers access and student use available services.

Does it make a difference?

The candidate will seek site data including assessment results and anecdotal records to determine if those students who are served through RTI experience greater academic success or make improved behavioral choices.

The candidate will write five to eight pages describing and assessing the current reality of reviewed RTI services.

Equity Audit

Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.

Through the Lens of Our Student Clients Candidates will develop a deeper understanding of the school life of English Learners by anonymously shadowing a second language student throughout one school day. Candidate will shadow an English Learner whose English competency level is intermediate as measured by the CELDT. The shadowed student will be selected by the school site. The candidate will not reveal the name of the student, nor will the candidate gather any information on the student. At the elementary level the candidate will sit in the back of the classroom and make NO indication that observations are being framed by a single student. At the secondary level, the candidate will shadow the student throughout the student's instructional day. It is critical that the candidate make every effort to shield the English Learner from the study.

EAD 263 Seminar in Instructional Supervision (4 units)

The purpose of this course is to teach candidates how to carry out successful teacher observations and to help them build the vocabulary candidates they will need in order to hold conversations based on evidence with teachers.

Embedded Fieldwork

Clinical Supervision Exercise

The candidate will use the processes of clinical supervision and effective coaching conversations at one school site to promote teacher development and effective teaching practice to raise student achievement. The candidate will conduct (a) a pre-observation conference with a teacher, (b) a formal classroom observation that includes collecting and interpreting formative classroom observation data using the appropriate techniques and tools, (c) a post-conference with a teacher, and (d) letter to the teacher after the post-conference meeting. The candidate will write-up the clinical supervision case. Detailed guides and protocol for these expectations can be found on Blackboard.

Classroom Walk-through Teaching and Learning Observations

The candidate will observe 3 -4 classrooms at 2 different school site locations (one at an elementary school and one at a secondary school) using a guided conversations protocol. A minimum of one visit will be with the course instructor and the second observation may be with the site leader. A reflection paper that includes literal note-taking, a discussion of the connection of the observation to CSTPs, what was the evidence used to make the connection, and what are the next steps based on the evidence will be turned in for each walk-through observation.

Signature Assignments

1a. Identifying an Instructional Focus and Aligned Evidence-Based Teaching Practices: The candidate will identify a school-wide *Instructional Focus* based on every student's learning needs as evidenced by multiple sources of data that have been disaggregated by various student groups, select a small set of evidence-based teaching practices that are tied/aligned to the *Instructional Focus* and develop a strategy for building expertise and ensuring change in practice.

1b. Targeted Professional Development Plan and Putting All the Pieces Together Presentation (Final Examination/Culminating Activity)

The candidate will create a Targeted Professional Development Plan that builds expertise in selected evidence-based the data collected in Signature Assignment 1a. The plan will include practices, tied to the Instructional Focus, and linked to the results for all students. The candidate will present the Instructional Focus, Evidence-Based Teaching Practices and Targeted Professional Development Plan.

EAD 269 Site-based Leadership (4 units)

The purpose of the course is to provide a culminating leadership course that addresses the following areas:

- Provides candidates the nuts and bolts that they will need as they enter a leadership position.
- Provides the students with the view of the role of a leader in a systematic way.
- Provides students with a “hands on” level based on the learnings from other courses.
- Provides an emphasis in the areas of law, human resources, finances, and in addition student discipline. Teaches candidates how to allocate resources (all types of resources) in a way that supports improved student achievement.
- Provides students with the knowledge about how to use these resources responsibly as opposed to the framework of “compliance”.

- The course offers students the following observations: “What is the site reality, what is the desired state, and how do we use resources to close the gap between where we are and where we need to be.

Embedded Fieldwork

Clinical Supervision Exercise

Part 1: Pre-Observation Planning Conference and Observation

Activity 1.1.a: Clinical Supervision Pre-observation Planning Conference

Activity 1.1.b: Clinical Supervision Observation Protocol (Format to be provided by the Instructor)

Activity 1.1.c Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference

Part 2: Planning for and Conducting the Post-Observation Conference

Activity 1.2.a: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference (see form 1c above)

Activity 1.2.b Post-observation Conference Notes (Format to be provided by the Instructor)

Part 3: Clinical Supervision Case Analysis

Activity 1.3.a: Letter to the Observed Teacher

Activity 1.3.b: Reflection on Post-observation Conference and Clinical Supervision Process

Classroom Walk-through Teaching and Learning Observations

Activity 2.a.: Classroom Walk-through Teaching and Learning Observation Protocol

Activity 2.b.: Classroom Walk-through Teaching and Learning Observation Reflection

Sample 1: Classroom Walk-through: Observation Data

Sample 2: Walk-through Observation Data Sheet

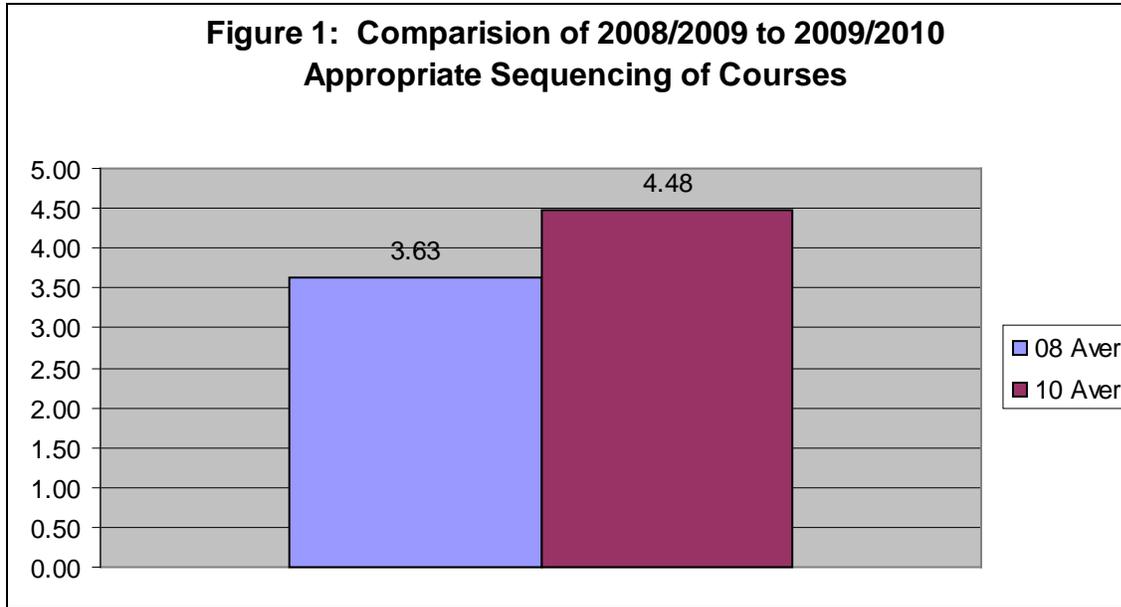
Graphic Organizer: Using a Diagnostic Process for Observations

Summary of Course Embedded Fieldwork and Signature Assignments

The above outline of signature assignments and embedded fieldwork for each course demonstrates that program objective of providing a practice-based curriculum has been a focus of the department this past year. Refinements continue to be made as student feedback is received and faculty collaborates about the effectiveness of the courses.

Providing courses that are sequenced and coupled in a way that facilitate student learning and prepare graduates appropriately for leadership positions.

On the End of Program Survey, students were asked if the sequence of courses was appropriate in preparing them for leadership positions (question number 6 on the survey). According to the survey results, students' mean scores rose from an average mean score of 3.63 (on a scale of 1= low to 5 = high) in 2008/2009 to a 4.48 mean score for all program participants in 2009/2010 (see Figure 1 below). This dramatic increase would suggest that the work the faculty undertook to revise the curriculum and the sequence of the curriculum was meaningful for student's learning.



In addition, students were asked if the program helped them to be able to develop vision, use data to inform instruction, align curriculum to standards, and use effective supervision strategies and to be an instructional leader. Table 1 and Figure 2 below show the comparison of average mean scores between cohorts in 2008/2009 to the cohorts in 2009/2010. The data indicates that the program changes discussed above related to curriculum has had a positive impact on the perceptions of students in the areas of leadership, visioning, and leadership.

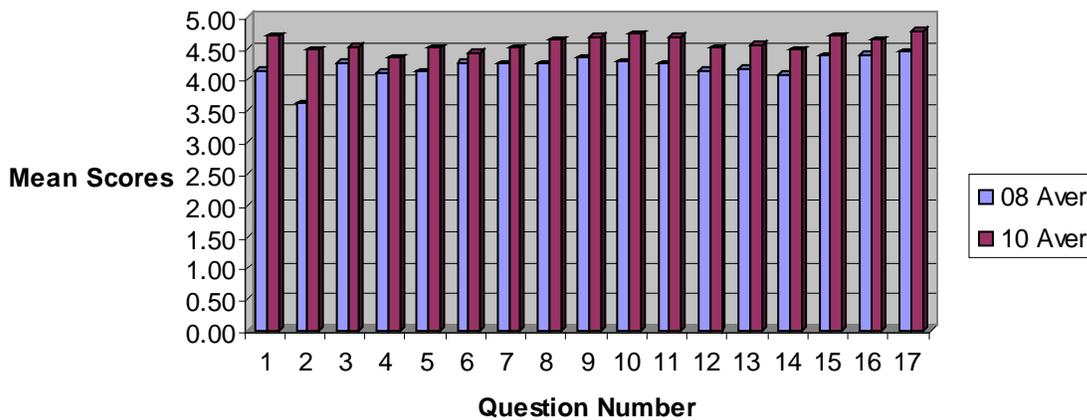
Table 1

Comparison of Program Data between the Cohorts Enrolled in 2008/2009 and 2009/2010

Question #/Description	08/09 Aver	10/11 Aver
5 Cohort exp is essential	4.15	4.7
6 Course sequence approp.	3.63	4.48
7a Program helped develop clear personal. Vision	4.27	4.53
7b Program helped develop clear site vision	4.11	4.35
7c Program helped me to clearly articulate vision	4.13	4.50
7d Program helped me to use data to inform instruction	4.26	4.43
7e Program helped me to align curriculum to standards	4.25	4.50
7f Program helped me to use effective Supervision strategies	4.26	4.63
7g Program helped me to be an instructional leader	4.35	4.68
8a Program has provided opportunity to reg. reflect on learn.	4.29	4.73

8b Program has provided opportunity to reg. reflect on practice	4.26	4.68
8c Program has provided opportunity to analy. interp. issues	4.14	4.50
8d Program provided opportunity to reflect ethical decision making	4.18	4.55
8e Program helps recognize importance of diversity	4.08	4.48
8f Program has provided opportunity to learn to collaborate	4.38	4.70
8g Program has provided opportunity to practice collaboration	4.40	4.63
8h Program has demonstrated value of continued life-long learning	4.44	4.78
N	12	17

Figure 2: Comparison 2008 and 2010 End of Program Survey Results



Program Outcomes Results Summary

In summary, it appears from the data collected for the two program outcomes assessed this year the department has seen improvement in the perceptions of participants related to providing practice-based curriculum that ties theory to practice. The courses in the program have all been revised to include signature assignments (for course and learning consistency) and embedded fieldwork to provide real-life practice related to the curriculum. In exploring whether the courses were coupled in a what that facilitates student learning and prepares them for leadership positions, there is clear evidence through the dramatic positive change in mean scores between 2008/2009 and 2009/2010 that the students believe the program is correctly sequenced and is providing them with appropriate preparation to enable them to become educational leaders.

Student Learning Outcomes

Two student learning outcomes were measured during this academic year. Each of these objectives was the explicit outcomes in course EAD 272, Seminar in Advanced Curriculum Design and Development. This course was a 4-unit course that included Signature Assignments and Embedded Fieldwork. While these two student outcomes were also addressed secondarily in other courses, they were the primary focus of this course. The specific Student Learning

Outcomes addressed and measured were:

In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards (2.1) (Accountability of Teaching and Learning).

In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development (2.2) (High Quality Standards-based Aligned Program).

An Assignment Assessment was administered to 70 students at the end of the course during this academic year. Table 2 below demonstrates the relationship between the Signature Assignments and Embedded Fieldwork to the Student Learning Objectives.

Table 2

Relationship of Signature Assignments and Embedded Fieldwork to the Two Measured Student Learning Objectives

Assignment/Fieldwork Description(Outcome 2.1) (Outcome 2.2)	Accountability of Teaching and Learning Aligned Program	High Quality Standards-based
Academic Standards Scrapbook	X	
Classroom Learning Walks		X
Interview: Guaranteed and Viable Curriculum Faculty In-service	X	X

The results of the Assignment Assessment related to these Student Outcomes indicate that: 1) the students perceived there was value to the Academic Scrapbook assignment as it related to the development of their ability to create accountability for teaching and learning (96 % strongly agreed or agreed); 2) the students almost unanimously indicated they agreed that the Classroom Learning Walks contributed to their ability to create and maintain high quality, standards-based and aligned programs (99% strongly agreed or agreed); 3) the students indicated they agreed that the Site Leader Interview and Executive Summary related to a guaranteed and viable curriculum

for all students assisted them in developing skills for the accountability of teaching and learning (89% strongly agreed or agreed); and, 4) the students agreed that the Faculty In-service Fieldwork Assignment was a valuable assignment in building their capacity to create high quality, standards-based aligned programs (90% strongly agreed or agreed) (see Table 3).

Table 3

Assignment Assessment Results for Academic Year 2009/2010

Description	# Respondents Strongly Agreed/Agreed	% of Total (N = 70)
Academic Scrapbook	67	96%
Classroom Learning Walks	69	99%
Site Leader Interview	62	89%
Executive Summary		
Faculty In-service	63	90%

While there were some individuals who indicated they disagreed that the assignments met the learning objectives, clearly a sounding majority believed the assignments contributed to their becoming effective instructional leaders.

A qualitative assessment was included in the surveys related to EAD 272. A content analysis of the comments made by respondents is discussed below by Signature Assignment or Fieldwork.

Formative Assessment Inventory and Analysis Signature Assignment

Four major themes emerged from the content analysis on the question related to formative assessment: 1) the assignment promoted understanding of how curriculum, standards, and assessment should be aligned, 2) the assignment helped participants understand how data drives teacher instruction and administrator decisions, 3) the assignment assisted participants in seeing the purpose of assessments and the value placed on assessments (or lack of value in some cases) by the staff and administration at their school sites; and 4) the assignment helped participants realize the gaps that existed at their school sites as well as what changes needed to be made related to formative assessments. The frequency of these responses is demonstrated in Table 4.

Other important comments were also offered by the participants and a full listing of all comments can be found in Appendix C.

Table 4

Formative Assessment and Inventory and Analysis Qualitative Response Rates

Description	# Responses
Gaps at school site	19
Purpose and value of assessments	12
Alignment of curriculum, standards and assessments	5
Understand how data drives instruction and administrator decisions	4

Academic Scrapbook Signature Assignment

Six major themes emerged from the qualitative responses to the question related to the Academic Scrapbook assignment: 1) the assignment provided a better understanding of standards; 2) the assignment taught the participants what academic language needed to be included in their teaching; 3) the assignment assisted participants in understanding what grade-level expectations should look like, 4) the assignment increased participants awareness of the rigor needed to meet the standards, 5) the assignment raised awareness among participants of the part assessment plays in accountability, and 6) the assignment demonstrated to the participants how instruction should be aligned to standards-based content (see Table 5)

Table 5

Academic Scrapbook Signature Assignment Qualitative Response Rates

Description	# Responses
Better understanding of standards	34
Learned academic language	12
Alignment of instruction to standards-based content	12
Increased awareness of the importance of rigor	6
Greater awareness of grade-level expectations	4
Relationship of assessment to accountability	4

Classroom Learning Walks Embedded Fieldwork

Seven major themes emerged from the classroom learning works experience: 1) the fieldwork provided an opportunity for participants to see an aligned instructional system, 2) the fieldwork provided participants the chance to see indicators of student learning being demonstrated in the classroom, 3) the participants indicated they were able to see real-life examples of the written, taught and assessed curriculum, 4) the fieldwork allowed the participants to see first-hand what educational leaders observe during classroom visits, 5) the participants were able to practice calibrating the rigor of the teaching observed related to grade-level standards, 6) the participants noted they were able to gain experience in observing teaching at a variety of grade levels, and 7) the fieldwork experience gave the participants an opportunity to conduct walk throughs and to practice feedback (see Table 6). Other comments were made related to this fieldwork assignment, and those comments are included in Appendix C.

Table 6

Classroom Learning Walks Embedded Fieldwork Qualitative Response Rates

Description	# Responses
Observations in multiple grade-levels	13
Practice walk throughs and give feedback	10
Calibrate rigor based on grade-level standards	9
Observe an aligned instructional system	5
See examples of written, taught and assessed curriculum	4
Observe indicators of student learning	2

Faculty In-service Embedded Fieldwork Assignment

The comments for this fieldwork assignment varied greatly and indicated that the assignment was valuable as it was something the participants could immediately use at their sites. Three strong themes emerged from the qualitative responses: 1) the assignment gave participants the chance to practice creating faculty in-service sessions or modules with feedback. 2) the participants indicated that working collaboratively on the design of the in-service was beneficial in many ways, and, 3) the fieldwork assignment gave the participants the opportunity to practice presenting an in-service to their peers before presenting at their school sites (see Table 7)

Table 7

Faculty In-service Embedded Fieldwork Assignment Qualitative Response Rates

Description	# Responses
Practice creating faculty in-service/module	18
Practice presenting	17
Working collaboratively	17

Site Leader Interview and Executive Summary Fieldwork Assignment

Through participants' comments, three strong areas of agreement emerged: 1) the role of the administrator in seeing the needs of the students and teachers was apparent, 2) the artifacts that support guaranteed and viable curriculum became evident, and 3) the participants commented that having time to just meet with and talk to their site administrator was beneficial in itself (see Table 8). Participants also offered many other comments about this fieldwork assignment, and those comments can be found in Appendix C.

Table 8

Site Leader Interview and Executive Summary Embedded Fieldwork Qualitative Response Rates

Description	# Responses
Artifacts that support guaranteed and viable curriculum	19
Time to talk with the administrator	11
Role of administrator in identifying needs	9

Most Important Skills/Knowledge Candidates Developed as a Result of EAD 272

Ten skills or knowledge areas emerged from the qualitative comments on the survey: 1) learned about EDI lesson design, 2) learned how to unpack and teach grade-level standards, 3) learned how to lead for a guaranteed and viable curriculum, 4) learned what an effective PLC looks like, 5) learned the difference between formative and summative assessments, 6) learned essential academic vocabulary, 7) learned the importance of using data to drive instruction, 8) learned how to conduct walk-throughs, 9) learned the importance of and how to align curriculum, standards and assessments, and 10) learned how to design teacher in-service sessions or modules (see Table 9). Other important comments were offered by the participants and those comments can be found in Appendix C.

Table 9

Important Skills/Knowledge Candidates Developed as a Result of EAD 272 Qualitative Response Rates

Description	# Responses
Unpack and teach standards	29
Curriculum, standards, and assessment alignment	18
EDI lesson design	16
Walk-through components	16
Leading for a guaranteed, viable curriculum	15
Designing in-services/modules	8
Using data to drive instruction	4
Effective PLC's	3
Academic vocabulary	3
Formative and summative assessments	2

Focus Group Interview Results

Also related to the above noted Student Learning Objectives, a focus group of four administrators from districts served by the program was held to assess the progress of the program in meeting Student Learning Outcomes 2.1 and 2.2. The following is a summary of the focus group interview held in the spring 2010.

Four administrators representing Madera, Visalia, and Central Unified School Districts conducted mock interviews with the 19 students graduating from the Educational Leadership and Administration Program on April 28, 2011. One week before the mock interviews, each student sent their Educational Philosophy and Resume to the administrator scheduled to interview them. Additionally, each student responded in writing to a practicum, an on-demand school scenario prompt. Sample questions were provided to the administrators, but they were free to modify questions or use their own.

The instructor conducted brief interviews with each student immediately after the mock interview. Students uniformly shared that the interview was a powerful experience and that they were compelled to review all course and program knowledge and activities in preparation for the interview. Most students had never participated in an interview except for their entry into the teaching profession. Specifically, students felt that they were able to respond quickly, communicate in a knowledgeable and effective manner. Approximately 90% of the students were satisfied with their experience and felt that they had done well. Approximately 10% felt that their nervousness or inability to respond to some questions had hindered their success. All students received informal feedback from the interviewers either during or at the end of the interview. All students stated that the feedback was very helpful.

The four administrators were asked to briefly discuss the interviews. The responses fell into three categories: compliments regarding the preparedness of the candidates, appreciation for being included in the partnership with the university, desire to further interview specific candidates. There were no negative comments by the administrators.

The following list identifies the positive common threads of the focus group interview:

- Graduating students had a good understanding of standards-based instruction and assessment.

- Graduating students understood instructional leadership.
- Graduating students were passionate about equity issues.
- Graduating students had high expectations for themselves and others.
- Graduating students expressed themselves well.
- Graduating students were stronger than many candidates from other universities.

Student Outcomes Summary of Results

In summary, for the two student outcomes measured during the 2010/2011 academic year, there is overwhelming testimonial from participating students that they are achieving the intended outcomes. The frequency data as well as the comments support that the course focusing on these skills (EAD 272) is focusing on graduates being prepared to design, implement and monitor a high quality instructional standards-based program. In addition, there is evidence through the survey and through the qualitative comments that the students are being prepared to shape of a culture of high expectations and create accountability systems at school sites.

Department of Literacy and Early Education

The LEE Department works at five different levels:

Credential classes for Reading, English learners, and Early Childhood

Master's classes in Education with an Option in Early Childhood

Master's classes in Education with an Option in Reading

Bilingual authorization, and

Master of Arts in Reading (special session online).

Assessments and results of assessments for the masters in education (reading and early childhood) are explained below. Information regarding the credential classes, bilingual authorization, and the Master of Arts in Reading are listed in the department goals below.

Master of Arts in Education Early Childhood & Reading/Language Arts

What learning outcomes did you assess this year?

Master of Arts in Education - Early Childhood

Goal A: ECE graduates utilize theory, research, and ongoing assessment when making instructional decisions.

Objective A-1: Demonstrate knowledge, skills and dispositions that promote development and learning.

Objective A-2: Apply current ECE research to issues of practice.

Objective A-3: Utilize a variety of inquiry methods and the latest technology.

Goal B: ECE graduates are caring and ethical teacher-leaders, guided by their knowledge of culturally and developmentally appropriate practices.

Objective B-1: Engage in reflection, documentation, self-assessment and life-long learning.

Goal C: ECE graduates are leaders who address the needs of their culturally diverse learners respectfully and responsively.

Objective C-1: Integrate various perspectives to create quality early education for all children.

Objective C-2: Be responsive to ethnical, cultural and linguistic diversity.

Goal D: Develop inter-professional skills necessary to become ECE leaders in both the educational community and in the community at large.

Objective D-1: Build strong relationships with families and communities.

Objective D-2: Advocate for children, families, and the profession.

Master of Arts in Education – Reading & Language Arts

Goal 3: To develop students' ability to **Organize and Enhance a Reading Program**, which includes creating a literate environment, analyzing literacy-related research, and communicating information about reading to various groups and incorporating service learning opportunities.

In particular:

Objective 3.9: the use technology to educate and communicate with teachers and students.

Objective 3.4: initiate, participate in or apply literacy-related research including but not limited to teacher action research.

Objective 3.5: interpret research findings related to language and literacy development.

Objective 3.6: communicate research findings and assessment data to administrators, staff members, and parents.

Other Goals as outlined in the Reading SOAP:

Improve the recruitment plan.

Improve the sharing of the project/thesis work through the Graduate Colloquium.

What instrument did you use to assess them?

Master of Arts in Education - Early Childhood

- Direct Measures
- Assessment of Content Knowledge Summative Assessment: Final
- Project, Thesis & Research Paper
- Assessment of Content Knowledge: Portfolio
- Assessment of Knowledge, Skills & Dispositions: Combined Charter School
- Assessment of Knowledge, Skills & Dispositions: Leadership Activity
- Assessment of Effects on Student Learning: Action Research Activity
- Assessment of Knowledge, Skills & Dispositions: Professional Ethics
- Indirect Measures
- Graduate and Employer Survey

Master of Arts in Education – Reading & Language Arts

- Analysis of student work in the LEE254 Reading Specialist describing the use of research in educational settings.
- Survey of 41 graduate students describing how they hope to use the information they learn in the Master of Arts in Education-Reading.

What did you discover from these data?

Master of Arts in Education - Early Childhood

Based on the assessment date, including anecdotal responses from program faculty, student performance is strong in:

- Ability to demonstrate knowledge, skills, and dispositions that promote development and learning;
- reflective skills and the ability to make connections between theory and practice;
- understanding the elements needed to create environments that are healthy, respectful, supportive and challenging for all children;
- demonstrating their knowledge, accessing resources, and acting as advocates for sound educational practices and policies.

Weaknesses include:

- interpreting and summarizing data;
- difficulty writing a “thoughtful, well-organized and systematic” review of the literature and “clearly explaining” the findings from studies included in the review, or as one faculty noted, finding a “professional voice;”
- basing their leadership action on actual needs identified by the prospective audience through a needs assessment as opposed to an assumed need identified by the student.

Master of Arts in Education – Reading & Language Arts

Students felt more confident and satisfied using the research based reading instruction information in a service learning setting.

According to the survey, the vast majority of students said they are taking classes to improve their skills in reading (85%) and to become a really good reading teacher (95%). Students also reported that they would like to teach at the community college (56%), become a reading consultant (39%), or a reading resource teacher (46%). 100% of our students are paying the full amount of tuition for their graduate program.

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

Master of Arts in Education - Early Childhood

The following actions are being taken to address the relative weaknesses of some students’ performances in the ECE Graduate Program:

- Project/Thesis Advisor will work more closely with the candidate in Methods and Research course taken the semester before the culminating project to assure ability to interpreting and summarizing data;
- Explore small study teams working to assist candidates in developing their action research methodology or providing a peer-review system at a critical step in the project;
- Have specific resources available to candidates to develop writing skills, including Intersession writing classes, writing clinics, drop-in tutoring and other resources available through the University’ Graduate Program and the KSOEHD.
- Provide more direct instruction in coursework on the development of needs-assessment tools to plan outreach activities and the process of future planning beyond an isolated activity in order to enact real change.

Master of Arts in Education – Reading & Language Arts

As the result of students' confidence in the use of service learning in LEE254, we will continue to provide opportunities for students to engage in real life settings to apply research based practice to teach reading.

Conducted recruiting informational visits of 4 different schools in the Fresno area: Homan Elementary School, Starr Elementary School, King Elementary School, and Greenburg Elementary School.

Redesigned and improved the pamphlet for the program to improve recruiting efforts. Developed an advertising banner to use at recruiting visits and conferences.

Recent credential graduates who do not find a job may want to pursue a master's and so letters were sent out to graduates encouraging them to enroll.

The Reading Colloquium provided a chance for students to read about and share research findings with their classmates and with graduate students from other cohorts.

The Reading Program took action to implement a Comprehensive Exam and a class that will have some affect on adult readers and readers at the college level.

In hopes to address some of the students' desire to teach older readers, a secondary speaker was added to speak at the Chavez Conference on Literacy Instruction and Educational Policy. Also, our secondary reading specialist, Dr. Jyothi Bathina taught the beginning class in the master's sequence.

Ongoing attempts to engage students in online instruction have been very fruitful. There is an expectation that grades, syllabus, and content from the course is online and professors are posting that information which we believe leads to higher quality instruction. The Reading Program has been working with Mary Bennett at TILT to design a Power Week of instruction that about half of the department will attend from June 6 to June 8. A survey was designed to establish a needs assessment for online instruction. About 7 of the faculty are scheduled to attend the Power Week sessions.

2010-2011 ANNUAL REPORT TO THE PROVOST
Kremen School of Education and Human Development
June 10, 2011
Appendix A: Assessment

Department of Counseling, Special Education, and Rehabilitation
Counseling

1. What learning outcomes did you assess this year?

Content knowledge and practicum skills of graduate students in the MS degree program in Marriage and Family Therapy, and, in Counseling and Student Students with specializations in K-12 and Higher Education.

2. What instruments did you use to assess them?

The Counseling Program utilizes the “*Clinical Review Protocol*”. The protocol includes 9 criteria items that are deemed essential for a successful counselor. The 9 items are measured using a 5 point scale with 1 being the lowest score and 5 being the highest score. The protocol is intended to give feedback on strengths and on areas that the student should consider improving. Failure to “pass” the Clinical Review could indicate unsuitability for this program and for the counseling profession. The Clinical Review Policy is included in our Student Handbook. A passing score is an average of 3.0 on the 5-point scale.

The Clinical Review takes place every semester and serves to review the clinical progress of all counseling students who are enrolled in COUN 208, Practicum in Counseling, a required course, during their second or third semester in the program. The Clinical Review Committee reviews each student in COUN 208 at mid-term to evaluate whether the student demonstrates a satisfactory level of competence and qualities to become a counselor.

- Fall 2008 + Spring 2009 + Summer 2009 = 121 students were reviewed
- Fall 2009 + Spring 2010 + Summer 2010 = 107 students were reviewed

3. What did you discover from these results?

During their clinical review, students reported a preference for different sections of COUN 208 for the different MS degree specializations. For example, students in the Higher Education and K-12 specializations reported a preference for more instruction on being direct (versus indirect) and asking questions (versus not asking questions). The students related that the work as a practitioner in Higher Education and K-12 is very different from the work as a practitioner as a Marriage and Family Therapist.

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

Counseling will offer COUN 208 (Practicum) in different sections for the three different MS degree programs and specializations.

Special Education

1. What learning outcomes did you assess this year?

On-site K-12 school administrators and supervisors evaluate our special education students who are in the last semester of their student teaching. Typically, the students are completing the

Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities. This evaluation is part of an on-going process to include the perceptions of on-site K-12 school administrators and supervisors regarding the ability of our SPED program to adequately prepare and support our teacher candidates. The perceptions reflect the skills and abilities of the teacher candidates at the completion of their final practicum, and not while they are working on an emergency teaching credential.

2. What instruments did you use to assess them?

The survey instrument used was developed in the SPED program and is titled, "*Evaluation and Needs Assessment of Administrators and Supervisors of Graduates from the CSUF Special Education Program (Level 1 and Level 11)*". The survey instrument has 10 "competency statements" and for each "competency statement" there is a 3-point rating scale. A "no knowledge" default score is also offered. The rating scale is offered with 1 being the lowest score and 3 being the highest score. The "competency statements" are designed to reflect the standards required by the California Commission on Teacher Credentialing (CCTC). The on-site K-12 administrators and supervisors are asked to check the box (i.e., 1, 2, 3, or 'no knowledge') that is indicative of the level of preparation of our teacher candidates in special education at Fresno State. On a separate sheet, the on-site K-12 school administrators and supervisors are encouraged to write comments that will contribute to the effectiveness of our teacher preparation at Fresno State.

3. What did you discover from these results?

The overall assessments by on-site administrators were very positive. Two survey items emerged that may benefit from further study:

Survey item #4) collaborative development of IEPs with parents to include yearly goals and benchmark objectives that target student needs, and other service providers; and, Survey item #9) utilization of technology for instruction, communication, and/or assessment.

The program coordinator is interested in following up on the two survey items as they have the potential to contribute to improvements in syllabi and in the methods used in the delivery of the courses related to the SPED program.

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

The findings reflect results from this 2010-2011 school year, and, are therefore very recent. Nevertheless, the findings will be taken into account as syllabi are prepared and as SPED instructors are hired and evaluated. For example, the findings will assist in the orientation of the newly hired SPED tenure-track faculty who will begin their professional academic career at Fresno State in August 2011.

Rehabilitation

1. What learning outcomes did you assess this year?

The Rehabilitation Program assesses for the application of rehabilitation counseling principles (knowledge, skills, attitudes) on a yearly basis. The REHAB program also assess for CORE accreditation reviews and Program Reviews using alumni survey. The program self-review was submitted last year and had a successful site visit in fall 2010.

2. What instrument did you use to assess them?

REHAB used two measures: the first measure is the comprehensive exam, and the second measure is 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?

There are two changes:

- A. Revising the REHAB program comprehensive exam (both the objective section and the written sections). REHAB is also reviewing the possibility of putting the exam on blackboard so that each exam is different and comparable in knowledge areas.
- B. Feedback from agencies who have interviewed the students have noted that the students could do better in areas related to resume presentation and personal presentation during interviews. REHAB is considering stressing these areas in the career placement class.

Department of Curriculum and Instruction

In addition to reports of its activities required by CSU Fresno, the Kremen School of Education and Human Development is required to submit numerous reports related to evaluation of its programs to agencies such as NCATE, AACTE, California's Commission on Teacher Credentialing (CCTC) and the Chancellor's Office of the CSU. Each of these reports calls for different information presented in a unique format. For example, according to Dean Paul Beare, "The CCTC requires that every credential program graduate seeking recommendation for a Preliminary California Credential show mastery of the thirteen Teacher Performance Expectations (TPEs)." These 13 TPEs address a candidate's ability to

- make subject matter comprehensible to students,
- assess student learning,
- engage and support students in learning
- plan instruction and design learning experiences for students
- create and maintain effective environments for student learning
- develop as a professional educator

For students in our basic credential programs, the TPEs are assessed numerous times, and in various ways, over the course of the credential program. Fresno State has created a unique set of assessments for that purpose, each evaluated based on a scoring rubric and each scored by University faculty. Called the *Fresno Assessment of Student Teachers* (FAST) the assessments include:

The Comprehensive Lesson Project. Each student analyzes a lesson plan designed for a classroom in which there are a significant number of English learners. Candidates respond to analysis questions. They have two-and-a-half hours to complete this assessment.

The Site Visitation Project. Each student will plan, teach and evaluate a lesson that is observed by a University Supervisor. The lesson plan is to take into account students' current skills in the content area and include ways to meet the state-adopted subject matter standards.

The Teaching Sample Project. Each student is required to plan and teach a one-to-four-week unit (appropriate to grade level, subject matter and program requirements). They are to assess students' learning related to the unit, to document their teaching and students' learning.

The Holistic Proficiency Project. Each student will document their level of proficiency by reflecting on the progress made in meeting each designated Teacher Performance Expectation (TPE) with documentation and artifacts/evidence to support the assessment. Multiple Subject candidates must plan and teach a mathematics lesson, a social studies lesson and a science lesson that will be observed by their University Supervisor. The project will be evaluated based on direct observation, candidate reflections of each for each of the TPEs, and the artifacts/evidence provided by the candidate.

In addition, the CSU System-wide Evaluation of Teacher Preparation is administered annually by the Center for Teacher Quality of the California State University. A self-report Likert scale questionnaire, it is purported to assess how well teacher candidates were prepared in reference to 24 essential general concepts and practices of teaching identified by the CSU deans of education at the direction of the Chancellor. Program graduates, first-year teachers who were program graduates, and employment supervisors of first-year teachers who were program graduates are surveyed annually regarding teacher preparation in teaching concepts and practices.

Below are descriptions of the four major programs in the Department of Curriculum and Instruction:

- A. Multiple Subject Program (Dr. Lisa Nyberg, Coordinator)
- B. Single Subject Program (Dr. Jody Daughtry, Coordinator)
- C. Master of Arts in Teaching (Dr. Walter Ullrich, Coordinator)
- D. M.A. in Education—Option in Curriculum and Instruction (Dr. Carol Fry Bohlin, Coordinator)

Each program is described and each responds to the following four questions:

- 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 results?
- 4. What changes did you make as a result of these findings?

A. Multiple Subject Credential Program

Lisa Nyberg, Coordinator

1. What learning outcomes did you assess this year?

Our primary areas of focus included:

- a. How well do we prepare elementary teacher candidates to meet the instructional needs of English learners?
- b. How well do we prepare elementary teacher candidates to meet the instructional needs of students with special needs?
- c. How well do we prepare elementary teacher candidates to know resources in their school and community for at risk students/families?
- d. How well do we prepare elementary teacher candidates to teach history/social science?

2. What instruments did you use to assess them?

- CSU Evaluation of Teacher Preparation (Chancellor's Office)
- Fresno Assessment of Student Teachers (FAST)

3. What did you discover from these results?

(based on latest results from 08-09. Candidates and their Supervisors responded.)

- a. Meets the instructional needs of students who are English Learners:

- Teachers 90%; Supervisors: 70% ('08 – '09) well/adequately prepared
- b. Meets the instructional needs of students with special learning needs:
Teachers: 75%; Supervisors: 67% ('08 – '09 – well/adequately prepared)
- c. Know about resources in school and community for at risk students/families:
Teachers 57%; Supervisors: 66% ('08 – '09) well/adequately prepared
Teaching History/Social Sciences according to CA Standards K-8:
Teachers 58%; Supervisors: 72% ('08 – '09) well/adequately prepared

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

a. Actions: To Meet Instructional Needs of English Learners:

1. EL faculty will meet and develop a plan for the MS program to address instruction for EL students. (completed) Fall 2010
Spring 2011
2. The MS faculty has worked to integrate EL strategies into the content areas based on the *99 Activities for English Learners* by Echevarria, Short, and Vogt. These strategies are based on the SIOP model. (completed) Fall 2010
3. The EL faculty hosted an EL roundtable discussion with key EL experts and community members who have a vested interest in the education of English learners in the Central Valley. Dr. Eugene Garcia led the discussion on how to improve instruction. Maria Maldonado, a Fresno Unified coordinator of EL instruction attended as well and spoke to how the district is working on similar issues. (completed) Spring 2011
4. Set up an Advisory Board of community members and district EL coordinators to advise EL faculty. (ongoing) Fall 2011
5. Provide faculty/supervisors with a strategy of the week. (modified) The EL faculty developed a list of effective EL strategies to be integrated into the content areas. The strategies were presented at Multiple Subject Course Alike meetings and at the Master Teacher Conference by Teresa Huerta. (completed) Fall 2010
Spring 2011
6. Amend Lesson Observation Tool to have a rubric for use of SIOP. Frontloading, to be used by Master Teachers and Supervisors. (completed)
The EL faculty developed a protocol to be used by teacher candidates in order to adapt a content area lesson. The protocol is the standard final for every LEE 172 course. (completed) Fall 2010
7. Multiple Subject Review Committee will meet and review findings of the faculty and determine changes required. Ongoing

b. Actions: To Meet Instructional Needs of Students with Special Learning Needs:

1. SPED faculty will meet and develop an activity or module for each course in the MS program to address special needs students in inclusive settings. Deans' webinar provided new ideas that we are developing. 1. Spring 2012 (ongoing)
2. Multiple Subject faculty will pilot strategies determined at MS Course-Alike held on 1/15/09 and determine strong work product or evidence. (completed) Meeting on 5/13/11 addressing UDL. (ongoing) 2. Spring 2012 (ongoing)
3. Multiple Subject Program Review Committee will meet and review findings of the faculty and determine changes required. (Met 3 times in Fall 2009/Spring 2010, and will continue on an ongoing basis.) 3. Spring 2012 (ongoing)
4. Implement changes in the syllabi for courses including SPED 179. New assignments related to EDI and PLCs with data based and targeted interventions 4. Fall 2012 (ongoing)
5. Implement the at-risk actions (see IAP) as it affects the composite/cluster score for this item. Presentation 1/25/11. 5. ongoing
6. Work with CVELI and (Educational Results Partnership, formerly JFTK) JFTK website to identify best practices that relate to this identified area and their relevance to teacher candidate preparation. 6. Spring 2012 (ongoing)

c. Actions: Know about resources in school and community for at risk students/families:

1. Multiple Subject faculty will pilot strategies determined at MS Course-Alike meeting held on 1/15/09 and determine strong work product or evidence. (completed) 1. Spring 2012 (ongoing)
2. Multiple Subject Review Committee will meet and review findings of the faculty and determine changes required due to score decrease with implementation of new workshops and assignments. (Ongoing course-alike meetings to examine progress: 1/25/11 & 5/13/11) 2. Spring 2012 (ongoing)

d. Actions: Teaching History/Social Sciences according to CA Standards:

1. LEE 173 full and part-time faculty will meet to review Social Science standards, concept coverage and assignments. (Met two semesters—FA 2010/SP2011 and will continue on an ongoing basis.) 1. Fall 2010 (ongoing)

- | | |
|---|---|
| 2. Course faculty met to discuss changes in activities and assignments during course-alike meetings. | 2. Fall 2010
3. Spring 2011
(ongoing) |
| 3. Implement changes in the Fall 2010 syllabus for courses including LEE 173. (completed) | 4. Fall 2010
(completed) |
| 4. Multiple Subject Program Review Committee will meet and review findings of the faculty and determine changes required. (will continue on an ongoing basis) | 5. Fall 2010
Spring 2011
(ongoing) |
| 5. Work with CVELI and (Educational Results Partnership, formerly JFTK) JFTK website to identify best practices that relate to this identified area and their relevance to teacher candidate preparation. (completed) | 6. Spring 2010
(completed) |
| 6. Plan for LEE 173 faculty to meet to examine student outcomes tied to history/social studies methodology. | 7. Fall 2011
(completed) |
| 7. Provide professional development for faculty in the area of history/social studies methodology. | 8. Fall 2011
Spring 2012
(ongoing) |
| 8. Increase dedicated social studies methodology sessions (minimum of four sessions) in LEE 173 class. | 9. Fall 2011
(ongoing) |

To further prepare Multiple Subject Candidates, that program requires students to participate in the following special seminars during their three semesters (phases) of the program:

Phase I: EHD 174 Field Placement Seminars

- General Orientation
- Phase I Classroom Management
- Task Stream/Teacher Performance Expectations (rotation)
- Social Studies (3-session rotation)
- Supervisor Small Group Discussion
- Social Studies (3-session rotation)
- School Site Orientation/Placement
- Team Building (one Friday each group)

Phase II: EHD 178 Field Placement Seminars

- General Orientation
- Phase II Classroom Management
- Visual Arts
- Performing Arts
- Task Stream Resources/California Standards for the Teaching Profession (rotation)

Phase III: EHD 170 Field Placement Seminars

- General Orientation

- Resume Writing
- E-Files
- Health/Healthy Environment
- Health/Healthy Environment (Health Resources, Child Abuse, At Risk Resources)
- Teaching At Risk Students
- Physical Education
- Teaching Sample Project Overview
- Interview Panel

**B. Single Subject Program: Secondary Teaching Credential
Dr. Jody Daughtry, Coordinator)**

1. What Learning Outcomes Did You Assess this Year?

The 13 Teacher Performance Expectations identified by the Commission on Teacher Credentialing as expectations for all candidates for basic teaching credentials were assessed. The Teacher Performance Assessments can be accessed through the Commission on Teacher Credentialing website or on page 1 of the Fresno Assessment of Student Teachers (FAST) manual. The Single Subject Program also assessed the 24 general concepts and practices of teaching identified by the CSU Chancellor's Office as essential for beginning teachers.

2. What instruments Did You Use to Assess Them?

- The Fresno Assessment of Student Teachers (FAST).
- The System-wide Evaluation of Teacher Preparation.

3. What Did You Discover From These Results?

Program improvement is needed in the following areas:

- Understanding how personal, family, and community conditions may affect learning
- Meeting the instructional needs of students who are English learners
- Meeting the instructional needs of students with special learning needs
- Thinking about problems that occur in teaching and trying out various solutions
- Assisting individual students in areas of their instructional needs in reading/math
- Knowing about resources in the school and community for at-risk students/families

4. What Changes Did You Make as a Result of These Findings?

The following actions related to the results generated are being implemented:

- An ad hoc committee on Single Subject preparation has been established to advise the faculty on needed program revisions.
- The program coordinator and other selected program faculty attended CSU system-wide teleconferences in which the highest rated campuses presented their approaches to teaching candidates how to meet the instructional needs of English learners and students with special needs. Syllabi revisions have and will continue to be made based on the insights gained in these teleconferences.
- The program coordinator and selected faculty attended a workshop on co-teaching. They, along with faculty in other basic credential programs, will be participating in a pilot co-teaching program in Fall of 2011. Co-teaching is a model for improving field experiences, which can have an impact on candidates' learning with reference to all of the topics previously listed.
- A revised technology in teaching course has been developed and will become a requirement for a Single Subject credential when appropriate approvals are secured. This

course will enhance candidates' abilities to meet a variety of individual instructional needs.

- The program coordinator and selected program faculty attended a workshop on universal design in education (UDE). UDE refers to the idea of establishing educational environments and producing educational products that are useable by a highly diverse student clientele. A follow-up workshop is planned in the summer to guide faculty in making course revisions that should help faculty model UDE for teacher candidates.
- The program offered for the second year a new Linked Learning focused preparation program to a cohort of candidates. This cohort receives special preparation to teach in high schools that emphasize the links between academic and career/technical education, project-based learning, and interdisciplinary learning.

C. Master of Arts in Teaching (MAT)

Dr. Walter Ullrich, Coordinator

The mission of the Master of Arts in Teaching (MAT) focuses specifically on applied advanced study in multicultural, social justice curriculum, instruction, and evaluation in K-12 classrooms. This online program emphasizes practitioner-oriented knowledge, skills and dispositions necessary to improve education in K-12 schools and close the achievement gap in the state's public schools.

Specific Learning Outcomes assessed during 2010/11 for Cohort 5 (who graduated fall 2010) and Cohort 6 (who began the program fall 2010) are identified below with an asterisk(*). Each Goal section concludes by succinctly identifying the instruments used, findings with respect to learning outcomes assessed, and changes made in the program based on these data.

Goal 1: CURRICULUM

Prepare curricular and instructional leaders with knowledge of curriculum development, implementation, and evaluation in multicultural, social justice education.

*Learning Outcome 1.1: Graduates will identify important theoretical and research-based characteristics of well-developed curricula and use them to analyze curricula in multicultural, social justice education.

*Learning Outcome 1.3: Graduates will identify ways technology can facilitate the goals of multicultural, social justice curriculum.

1. Instruments included critically reflective assignments and posts, problem-based papers, and mixed methods research modules in CI240 and ERA243 (Cohort 6, fall) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall).
2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.
3. Course syllabi for CI240, ERA243, CI246, CI260, and the program's culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 2: INSTRUCTIONAL STRATEGIES

Prepare professionals with the ability to analyze and implement effective instructional strategies, including technology, in multicultural, social justice education.

*Learning Outcome 2.1: Graduates will use learning and instructional theories and research findings to analyze instructional practices in multicultural, social justice education.

*Learning Outcome 2.2: Graduates will implement instructional strategies that facilitate learning for cognitively, ethnically, culturally, and linguistically diverse populations.

*Learning Outcome 2.3: Graduates will develop techniques for utilizing technology as an instructional tool for multicultural, social justice education.

*Learning Outcome 2.4: Graduates will reflect on the consequences of their own philosophy and practices for planning and instruction in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI241 and action research mini-study in CI245 (Cohort 6, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.
3. Course syllabi for CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 3: ASSESSMENT

Prepare professionals with an understanding of a broad range of assessment strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education.

*Learning Outcome 3.3: Graduates will utilize technology to assist in the assessment of teaching and learning in multicultural, social justice education.

1. Instruments included critically reflective assignments and posts, case study and video critiques, and action research critiques in CI240, CI241, and action research mini-study in CI245 (Cohort 6, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.
3. Course syllabi for CI240, CI241, CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

Goal 4: LEADERSHIP

Foster the skills and dispositions necessary to become educational leaders in multicultural, social justice education.

*Learning Outcome 4.1: Graduates will communicate research-based arguments for educational issues, policies, or research design in multicultural, social justice education.

***Learning Outcome 4.2:** Graduates will become advocates for educational reforms that meet the needs of all students.

1. Instruments included an action research mini-study in CI245 (Cohort 6, spring) and action research critiques and projects in CI246, CI260 and CI298 (Cohort 5, fall)
2. Data indicated that nearly all students scored “exemplary” on the scoring rubrics for each of these course and program requirements. Two Cohort 5 students received outstanding project awards.
3. Course syllabi for CI245, CI246, CI260, and the program’s culminating experiences (Comprehensive Examination, Action Research Project and Action Research Thesis) continue to be refined, given these data.

D. M.A. in Education – Curriculum and Instruction

Carol Fry Bohlin, Coordinator

1. What learning outcomes did you assess this year?

A major goal of the MAE-C&I program is to provide each student with opportunities to develop and demonstrate strong academic writing, with a focus on research and on application.

All courses in the program incorporate written assignments designed with this major goal in mind. Most assignments focus on both literature reviews and documentation of the student's application of the research literature to address a problem in an identified area of professional interest.

2. What instruments did you use to assess them?

- i. All students complete the graduate writing requirement (GWR) assignment (details provided in our SOAP) in CI 250 (Advanced Curriculum), which is offered during Fall Semester.***

Most students take this course during the first semester of their graduate program. During Fall 2010, 11 students passed the GWR on the first attempt after grading according to the departmental GWR rubric. Errors in APA style (technical and structural) accounted for most of the initial non-passes. Additional mentoring by the CI 250 instructor resulted in all but two students successfully completing the GWR that semester, and the remaining two have now successfully completed this assignment. Two students from 2009-2010 still have not passed the GWR and have been engaged in one-on-one mentoring from their CI 250 instructor. The program has begun to recommend Dr. Albert Valencia's APA Style course to students who find academic writing to be a particular challenge. One MAE-C&I student took this course in Fall 2011 and was greatly aided in the technical writing aspects of her project. To help all students with APA-6th edition, helpful online tutorials such as <http://flash1r.apa.org/apastyle/basics/index.htm> will be shared with students and reviewed by the instructors of key required MAE-C&I courses.

- ii. The culminating experience for MAE-C&I is a project or a thesis, which provides a significant opportunity for the student to develop and demonstrate his or her academic writing ability.***

During 2010-2011, all students elected to do a project (CI 298). Seven students who are actively pursuing their degree have not completed their project as of May 2011 and will continue into 2011-2012. Twenty-one MAE-C&I students did successfully complete their

project and master's degree. Of this 21, 57% graduated with a 4.0 GPA, 24% with a 3.9 GPA, and 19% with a GPA lower than 3.9. Hence, 81% graduated with distinction during 2010-2011 and were provided with honor cords by the Department of Curriculum and Instruction to wear during commencement-related exercises in May 2011.

iii. *In addition to writing excellence, an important element of the SOAP for MAE-C&I is the assessment of instruction.*

The "Assessment of Teaching" assignment in CI 275 (Advanced Instruction) was re-conceptualized and redesigned last spring semester. Students have two assignments in which they plan, implement, evaluate, and report in writing a significant change in their teaching. (A final exam allows students an opportunity for depth of analysis of all areas covered during the semester.) During Spring 2010, students developed a scoring rubric for these two assignments; this rubric was also used this semester and will be used in future years. The instructor allows students the opportunity for refinement and resubmission of their papers, and nearly two-thirds do so in order to improve their writing and critical analysis skills. Individual scores are available for each student in CI 275. The average score on these assignments was 92.7%.

3. What did you discover from these results?

In the KSOEHD, exit surveys are conducted online via Survey Monkey to be used as part of each program's assessment and also program improvement.

Four Fall 2010 graduates responded to the survey. All felt the program was strong. The responses to the open-ended item regarding strengths of the program were as follows:

- Research classes
- A major strength of the C&I Program is the excellent communication that Dr. Carol Bohlin has with the students. As a student I never felt lost on the path to completing my degree. Dr. Bohlin sent numerous emails to us with information. She also always responded to emails in a timely manner. Most of the classes in the program were relevant to the professions we were all training for. Dr. Roy Bohlin's classes [CI 275, CI 227, CI 230] were very informative. There was always lots of discussion in his classes about current topics and research in Education, in which we were all about to face, or already facing, in our profession. His classes were very helpful and memorable.
- The teaching of multicultural perspectives was the major strength of the program.
- Flexibility and guidance

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

The following were the responses to the item for recommended program changes.

These will be discussed by the MAE-C&I program faculty (particularly to address which courses may not be viewed as connecting to the curriculum and programs in the schools):

- Less group work. We do that in the workplace, but the class group work does not compare to workplace collaboration. It is completely different, and is thus that type of collaboration is preparing us for workplace collaboration.
- Make it more practical, connected to the curriculum and instruction. It would be useful to discuss the actual curriculum and programs that are currently used in schools.

Department of Educational Research and Administration
Learning Outcomes Assessment

1. Learning Outcomes Assessed in 2010/2011

This section is divided into two subsections, the first subsection will address program outcomes and the second section will target student learning outcomes. The department targeted two goals related to outcomes this year and both are discussed in the following narrative.

Program Outcomes

The two program outcomes measured and reviewed during the 2010/2011 academic year were:

- a. Is the program providing practice-based curriculum that ties theory to practice?
- b. Are courses sequenced and coupled in a way that facilitate student learning and prepare graduates appropriately for leadership positions?

Student Learning Outcomes

The two student outcomes measured and reviewed during the 2010/2011 academic year were:

- a. In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards (2.1)
- b. In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development (2.2).

2. Instruments used for Assessments

Several processes and instruments and were used to measure the Program and Student Learning Outcomes as described below.

Program Outcomes

Instruments (and processes) used to measure program outcomes included: 1) End of the Year Survey given to participating students (see Appendix A), 2) Summary of Signature Assignments and Embedded Fieldwork components (to assess the changes made to the curriculum), and 3) Focus Group Interview of four Senior Administrators from Districts being served by the Educational Leadership and Administration Program.

Student Outcomes

The instrument used to measure the two student outcomes addressed this year was a Course Assignment Assessment that was administered to students in the course entitled Seminar in Advanced Curriculum Design and Development (EAD 272) as that was the course where both of the measured student outcomes were taught and developed. The survey was both quantitative and qualitative (see Appendix B).

3. Results

Program Outcomes

- a. *Providing practice-based curriculum that ties theory to practice is demonstrated through the change in the program and courses.*

All fieldwork stand-alone courses were eliminated and fieldwork was embedded in courses. In addition, signature assignments were agreed upon by the faculty for each course offered and are consistently administered in each course, regardless of who the instructor is for that course. Students were asked to assess the value of each of those assignments. As a result of student feedback about those embedded fieldwork and signature assignments, changes were made to the courses. A listing of the embedded fieldwork and signature assignments for each course is presented below.

EAD 261 Educational Leadership and Administration (3 units)

The purpose of EAD 261 is to begin to move teachers to think and act like administrators – that is to move from a teacher mindset to a leader mindset.

Further, the course is offered around the framework of understanding the context of education from a leadership perspective as well as some basic skills development. This course emphasizes basics and other more advanced leadership concepts are taught in EAD 262 Educational Leadership.

Note: This course requires writing assignments to fulfill the Graduate Writing Requirement

Signature Assignments

1. Identify a leader who could be a mentor and do a minimum of 8 hour (equivalent of a day) shadowing using a specified protocol.
Students will identify an educational leader and will interview the leader with a set of open-ended questions designed by the class. That leader will be shadowed for a full day (8 hour minimum). The student will be expected to spend approximately 30 minutes with the leader after the shadowing to discuss what was observed during the shadowing. A two-page synthesis of the shadowing experience and interview (both pre shadowing and post-shadowing experience) will be completed by the student. Elements of this report will include the mentor's values, goals, vision (both personal and organizational) and long and short-term plans for how the leader will achieve these goals. As the student is shadowing, he/she should pay particular attention to how the leader is interacting with others. For example, do they appear to be supportive, decisive, competent, concerned, etc. and do they appear to be attentive to issues of equity.
2. Pre and Post Writing Assignment for students to meet the writing requirement. The papers will be on an examination of cultural competencies of the individual. Ken will send us the format he has used for his writing assignments.
3. A school profile
The candidate will develop a socio-economic and demographic profile of his/her school site that will include student data by subgroups and will emphasize community stakeholders. Data may be retrieved from the school site, but JFK website should also be used, as well as any other appropriate Dept. of Ed website. This information will be used to compile a summary profile of that school that includes demographic and socio-economic data by subgroups. This assignment will be presented to the class using a PowerPoint presentation.
4. A case study will be analyzed by the student using a case analysis frame work. Walt Buster will send me a case.

5. An assignment on school culture will be done by each student. The assignment will include the preparation of a paper on changing the educational environment to produce a school culture of high achievement for all students. The paper will: 1) describe the culture of the school or organization the student is studying, 2) give specific examples of how different cultural attitudes of the parents, students, faculty and staff hinder the school or organization from creating change, and 3) discuss the prescription of what that school or organization should do to remove the barriers that prevent a culture of high achieving students.

EAD 272 Advanced Curriculum Design and Delivery (4 units)

The purpose of the course is foundational in that it teaches leaders what they should be seeing related to the planning, delivery, and assessment of learning as well as how to provide leadership about what to do when students are not learning. The framework is that the instruction and curriculum are aligned - the written, taught and tested curricula are all aligned. In understanding leadership through a curriculum perspective, notice would be given to all students learning and how actions are progressive rather than always of a remedial nature.

The course teaches leaders how to lead the school addresses the following four questions:

1. What do you want students to learn?
2. How do you know what they learned?
3. How do you respond when they didn't learn what was taught?
4. How do you respond when they do learn what was taught?

Leaders need to include a focus on developing accountable communities – an introduction to the development of Professional Learning Communities (PLCs) will be offered in this course and emphasized more in depth in EAD 274.

Other areas of leadership emphasis: What are the principles of a master teacher mindset? What would a leaders look for and do to develop this principle and in building “skillful teachers”?

Additionally, how does the written, taught and tested curriculum meet the tests of rigor, relevance and relationships?

Embedded Fieldwork:

1. Design a Faculty In-Service
Working in teams of two, design a faculty in-service addressing one of the topics of provided by your instructor. Topics will be drawn from course textbooks. Include in your presentation what all instructors will be expected to know and do and site implementation plan. Follow the template provided for quality staff development presentation. Present your final product to an audience.
2. Site Leaders Interview Regarding Marzano's Guaranteed Viable Curriculum
Interview a site administrator regarding their understanding and implementation of Marzano's guaranteed viable curriculum. Your instructor will provide an interview protocol including a common set of questions that will be posed by all students. Collect artifacts as appropriate. Write a summary of what you learned and what leadership actions you would recommend to deepen the effective implementation of a guaranteed, viable curriculum.

3. Professional Learning Community Interview and Observation
Select a school site that is implementing Professional Learning Communities (i.e. Accountable Communities, Instructional Leadership Teams). Observe a meeting of one Professional Learning Community. Interview the principal and one PLC grade level or course specific leader using the given interview protocol using the protocol provided by your instructor. Gather artifacts specific to the list provided by your instructor. Write a one- to two-page analysis of your findings. Compare what you have learned about DuFours' vision for effective PLCs' to the current implementation. Provide one or two "next step" recommendations.
4. Classroom Learning Walks (also included as a Signature Assignment, see below).

Signature Assignments:

1. Standards Scrapbook

The candidate will create a standards-based teaching and learning scrapbook and will write an expository selection detailing the use of the scrapbook as a leadership strategy and tool to promote student learning. Explicit expectations and procedures for scrapbook development will be provided and modeled during seminar sessions and protocol for the expository assignment can be found on Blackboard.

2. Classroom Learning Walks

This signature assignment will give students the opportunity to gather data through the classroom walk-through process and reflect on how the gathered data could be used to improve teachers' practice and students' learning.

3. Formative Assessment Matrix

The purpose of this signature assignment is to deepen the knowledge of future site and curriculum leaders in the role formative assessment data to guide instructional decision-making and support the learning of ALL students.

EAD 262 Advanced Educational Leadership (3 units)

The purpose of EAD 262 is to further develop the leadership capabilities in the students. The main areas of focus for the class were identified as follows:

1. The process of the internal acceptance of being a leader – transitioning from a teacher to a leader
2. An understanding of transactional and transformational leadership
3. An understanding of what leadership is about and how one becomes a leader
4. An understanding of educational reform and change – how does it happen and what is the leader's responsibility related to reform
5. An understanding of 1st order and 2nd order change
6. An emphasis on personal growth and transition to thinking and acting like a leader
7. The process of developing vision – both personal and organization
8. An understanding on how to deal with difficult people
9. An emphasis on communication skills of leaders
10. An emphasis on how to resolve conflicts

Signature Assignments

1a. Self-assessment and Colleague Assessment (360 degree) of Leadership Characteristics
Candidates will take a survey that measures the perceptions of candidates' leadership dispositions. Four – seven additional surveys are taken by the candidates' supervisor, peers, and subordinates. The survey is done as a pre and post measure. It is given again in the same manner at the end of the program.

1b. Transformation Reflection Paper

Candidates will write a reflection paper that is a reflection about the transformation process of that individual from a teacher (or manager) to a leader. Discuss how your perceptions of your leadership ability differ from the perceptions of the individuals who participated in the assessment exercise. Base your reflections on the data you have from all the assessments. How will you become more leader-focused based on what you have learned during this course. What areas do you still need to work on?

2. Development of Personal Vision

Candidates will develop a personal vision that will serve as the basis for their educational leadership platform.

3a. Reform Decision Process

Candidates will identify an important decision related to a reform that needs to be made at the candidate's work site and prepare a paper that walks through the 12 steps for making decisions about that identified reform.

3b. Decision Implementation Plan

Using the reform identified above, candidates will develop a plan for implementation. The plan should use elements of the reform model used in class.

EAD 274 Instructional Systems and Leadership for Equity (3 units)

The purpose of this course is to equip students with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and to use evidence of student learning to create and deeply embed a culture of equity and continuous improvement.

Signature Assignments

1. Pyramid Response to Intervention

The purpose of this signature assignment is to foster the candidate's ability to gather the data—policy, documents, interview, and statistical records—required for the assessment of an implemented program. In this case candidates will assess the current reality of a school's intervention program at three levels: a) short-term/ within the classroom, b) strategic/supplementary, and c) intensive.

To assess the current reality of a program, leaders pose four questions:

a. *Does it exist?*

The candidate will seek evidence that the school has a comprehensive RTI program. By reviewing written documents showing the plan for a system that address students' academic and behavioral needs and interviewing site administrators and faculty the candidate will ascertain if the school provides for academic and behavioral support at all three levels.

b. *Is it of quality?*

The candidate will develop criteria for the quality of an RTI program based on their course textbook, other course readings, and their literature review. The candidate will compare the quality of their site program to the quality criteria. Gaps in the program will be identified.

c. *Is it used?*

The candidate will determine the extent to which teachers access and student use available services.

d. *Does it make a difference?*

The candidate will seek site data including assessment results and anecdotal records to determine if those students who are served through RTI experience greater academic success or make improved behavioral choices.

The candidate will write five to eight pages describing and assessing the current reality of reviewed RTI services.

2. Equity Audit

Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.

3. Through the Lens of Our Student Clients

Candidates will develop a deeper understanding of the school life of English Learners by anonymously shadowing a second language student throughout one school day. Candidate will shadow an English Learner whose English competency level is intermediate as measured by the CELDT. The shadowed student will be selected by the school site. The candidate will not reveal the name of the student, nor will the candidate gather any information on the student. At the elementary level the candidate will sit in the back of the classroom and make NO indication that observations are being framed by a single student. At the secondary level, the candidate will shadow the student throughout the student's instructional day. It is critical that the candidate make every effort to shield the English Learner from the study.

EAD 263 Seminar in Instructional Supervision (4 units)

The purpose of this course is to teach candidates how to carry out successful teacher observations and to help them build the vocabulary candidates they will need in order to hold conversations based on evidence with teachers.

Embedded Fieldwork

1. Clinical Supervision Exercise

The candidate will use the processes of clinical supervision and effective coaching conversations at one school site to promote teacher development and effective teaching practice to raise student

achievement. The candidate will conduct (a) a pre-observation conference with a teacher, (b) a formal classroom observation that includes collecting and interpreting formative classroom observation data using the appropriate techniques and tools, (c) a post-conference with a teacher, and (d) letter to the teacher after the post-conference meeting. The candidate will write-up the clinical supervision case. Detailed guides and protocol for these expectations can be found on Blackboard.

2. Classroom Walk-through Teaching and Learning Observations

The candidate will observe 3 -4 classrooms at 2 different school site locations (one at an elementary school and one at a secondary school) using a guided conversations protocol. A minimum of one visit will be with the course instructor and the second observation may be with the site leader. A reflection paper that includes literal note-taking, a discussion of the connection of the observation to CSTPs, what was the evidence used to make the connection, and what are the next steps based on the evidence will be turned in for each walk-through observation.

Signature Assignments

1a. Identifying an Instructional Focus and Aligned Evidence-Based Teaching Practices: The candidate will identify a school-wide *Instructional Focus* based on every student's learning needs as evidenced by multiple sources of data that have been disaggregated by various student groups, select a small set of evidence-based teaching practices that are tied/aligned to the *Instructional Focus* and develop a strategy for building expertise and ensuring change in practice.

1b. Targeted Professional Development Plan and Putting All the Pieces Together Presentation (Final Examination/Culminating Activity)

The candidate will create a Targeted Professional Development Plan that builds expertise in selected evidence-based the data collected in Signature Assignment 1a. The plan will include practices, tied to the Instructional Focus, and linked to the results for all students. The candidate will present the Instructional Focus, Evidence-Based Teaching Practices and Targeted Professional Development Plan.

EAD 269 Site-based Leadership (4 units)

The purpose of the course is to provide a culminating leadership course that addresses the following areas:

- Provides candidates the nuts and bolts that they will need as they enter a leadership position.
- Provides the students with the view of the role of a leader in a systematic way.
- Provides students with a “hands on” level based on the learnings from other courses.
- Provides an emphasis in the areas of law, human resources, finances, and in addition student discipline. Teaches candidates how to allocate resources (all types of resources) in a way that supports improved student achievement.
- Provides students with the knowledge about how to use these resources responsibly as opposed to the framework of “compliance”.
- The course offers students the following observations: “What is the site reality, what is the desired state, and how do we use resources to close the gap between where we are and where we need to be.

Embedded Fieldwork

1. Clinical Supervision Exercise

Part 1: Pre-Observation Planning Conference and Observation

Activity 1.1.a: Clinical Supervision Pre-observation Planning Conference

Activity 1.1.b: Clinical Supervision Observation Protocol (Format to be provided by the Instructor)

Activity 1.1.c Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference

Part 2: Planning for and Conducting the Post-Observation Conference

Activity 1.2.a: Clinical Supervision Observation Findings and Interpretations and Planning for the Post-Observation Conference (see form 1c above)

Activity 1.2.b Post-observation Conference Notes (Format to be provided by the Instructor)

Part 3: Clinical Supervision Case Analysis

Activity 1.3.a: Letter to the Observed Teacher

Activity 1.3.b: Reflection on Post-observation Conference and Clinical Supervision Process

2. Classroom Walk-through Teaching and Learning Observations

Activity 2.a.: Classroom Walk-through Teaching and Learning Observation Protocol

Activity 2.b.: Classroom Walk-through Teaching and Learning Observation Reflection

Sample 1: Classroom Walk-through: Observation Data

Sample 2: Walk-through Observation Data Sheet

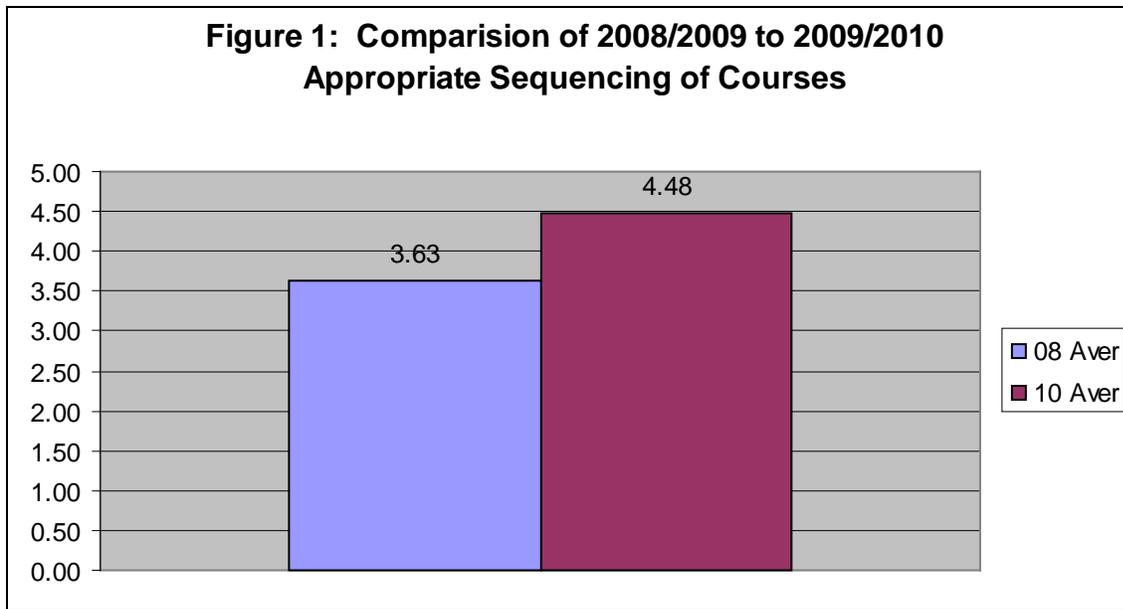
Graphic Organizer: Using a Diagnostic Process for Observations

Summary of Course Embedded Fieldwork and Signature Assignments

The above outline of signature assignments and embedded fieldwork for each course demonstrates that program objective of providing a practice-based curriculum has been a focus of the department this past year. Refinements continue to be made as student feedback is received and faculty collaborates about the effectiveness of the courses.

Providing courses that are sequenced and coupled in a way that facilitate student learning and prepare graduates appropriately for leadership positions.

On the End of Program Survey, students were asked if the sequence of courses was appropriate in preparing them for leadership positions (question number 6 on the survey). According to the survey results, students' mean scores rose from an average mean score of 3.63 (on a scale of 1= low to 5 = high) in 2008/2009 to a 4.48 mean score for all program participants in 2009/2010 (see Figure 1 below). This dramatic increase would suggest that the work the faculty undertook to revise the curriculum and the sequence of the curriculum was meaningful for student's learning.



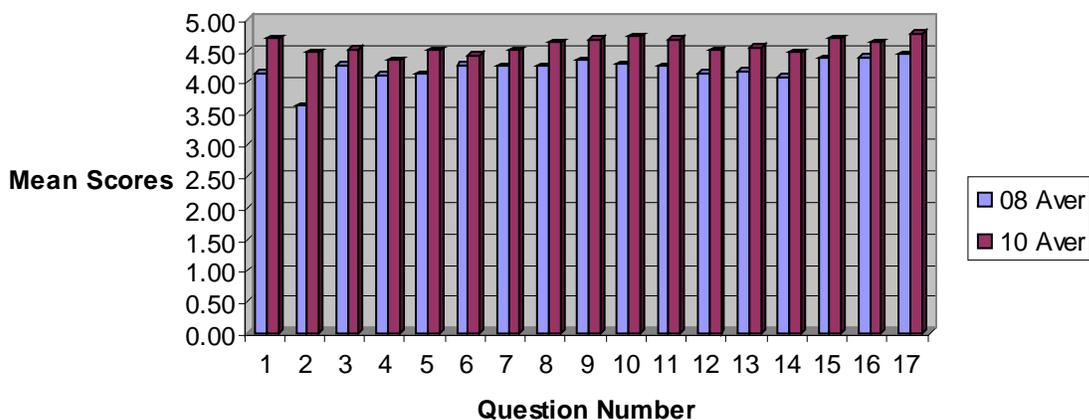
In addition, students were asked if the program helped them to be able to develop vision, use data to inform instruction, align curriculum to standards, and use effective supervision strategies and to be an instructional leader. Table 1 and Figure 2 below show the comparison of average mean scores between cohorts in 2008/2009 to the cohorts in 2009/2010. The data indicates that the program changes discussed above related to curriculum has had a positive impact on the perceptions of students in the areas of leadership, visioning, and leadership.

Table 1
Comparison of Program Data between the Cohorts Enrolled in 2008/2009 and 2009/2010

Question #/Description	08/09 Aver	10/11 Aver
5 Cohort exp is essential	4.15	4.7
6 Course sequence approp.	3.63	4.48
7a Program helped develop clear personal. Vision	4.27	4.53
7b Program helped develop clear site vision	4.11	4.35
7c Program helped me to clearly articulate vision	4.13	4.50
7d Program helped me to use data to inform instruction	4.26	4.43
7e Program helped me to align curriculum to standards	4.25	4.50
7f Program helped me to use effective Supervision strategies	4.26	4.63
7g Program helped me to be an instructional leader	4.35	4.68
8a Program has provided opportunity to reg. reflect on learn.	4.29	4.73
8b Program has provided opportunity to reg.	4.26	4.68

reflect on practice		
8c Program has provided opportunity to analyze interp. issues	4.14	4.50
8d Program provided opportunity to reflect ethical decision making	4.18	4.55
8e Program helps recognize importance of diversity	4.08	4.48
8f Program has provided opportunity to learn to collaborate	4.38	4.70
8g Program has provided opportunity to practice collaboration	4.40	4.63
8h Program has demonstrated value of continued life-long learning	4.44	4.78
N	12	17

Figure 2: Comparison 2008 and 2010 End of Program Survey Results



Program Outcomes Results Summary

In summary, it appears from the data collected for the two program outcomes assessed this year the department has seen improvement in the perceptions of participants related to providing practice-based curriculum that ties theory to practice. The courses in the program have all been revised to include signature assignments (for course and learning consistency) and embedded fieldwork to provide real-life practice related to the curriculum. In exploring whether the courses were coupled in a way that facilitates student learning and prepares them for leadership positions, there is clear evidence through the dramatic positive change in mean scores between 2008/2009 and 2009/2010 that the students believe the program is correctly sequenced and is providing them with appropriate preparation to enable them to become educational leaders.

Student Learning Outcomes

Two student learning outcomes were measured during this academic year. Each of these objectives was the explicit outcomes in course EAD 272, Seminar in Advanced Curriculum

Design and Development. This course was a 4-unit course that included Signature Assignments and Embedded Fieldwork. While these two student outcomes were also addressed secondarily in other courses, they were the primary focus of this course. The specific Student Learning Outcomes addressed and measured were:

- a. In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to shape a culture of high expectations and create an accountability system of teaching and learning based on student learning standards (2.1) (Accountability of Teaching and Learning).
- b. In order to promote the success of every student, Educational Leadership and Administration graduates as educational leaders will be able to design, implement, and monitor a high quality instructional standards-based program where there is tight alignment of essential standards, high-probability instructional strategies, purposeful assessment, curricular resources, and professional development (2.2) (High Quality Standards-based Aligned Program).

An Assignment Assessment was administered to 70 students at the end of the course during this academic year. Table 2 below demonstrates the relationship between the Signature Assignments and Embedded Fieldwork to the Student Learning Objectives.

Table 2
Relationship of Signature Assignments and Embedded Fieldwork to the Two Measured Student Learning Objectives

Assignment/Fieldwork Description(Outcome 2.1) (Outcome 2.2)	Accountability of Teaching and Learning Aligned Program	High Quality Standards-based
Academic Standards Scrapbook	X	
Classroom Learning Walks		X
Interview: Guaranteed and Viable Curriculum	X	
Faculty In-service		X

The results of the Assignment Assessment related to these Student Outcomes indicate that: 1) the students perceived there was value to the Academic Scrapbook assignment as it related to the development of their ability to create accountability for teaching and learning (96 % strongly agreed or agreed); 2) the students almost unanimously indicated they agreed that the Classroom Learning Walks contributed to their ability to create and maintain high quality, standards-based and aligned programs (99% strongly agreed or agreed); 3) the students indicated they agreed that the Site Leader Interview and Executive Summary related to a guaranteed and viable curriculum

for all students assisted them in developing skills for the accountability of teaching and learning (89% strongly agreed or agreed); and, 4) the students agreed that the Faculty In-service Fieldwork Assignment was a valuable assignment in building their capacity to create high quality, standards-based aligned programs (90% strongly agreed or agreed) (see Table 3).

Table 3
Assignment Assessment Results for Academic Year 2009/2010

Description	# Respondents Strongly Agreed/Agreed	% of Total (N = 70)
Academic Scrapbook	67	96%
Classroom Learning Walks	69	99%
Site Leader Interview Executive Summary	62	89%
Faculty In-service	63	90%

While there were some individuals who indicated they disagreed that the assignments met the learning objectives, clearly a sounding majority believed the assignments contributed to their becoming effective instructional leaders.

A qualitative assessment was included in the surveys related to EAD 272. A content analysis of the comments made by respondents is discussed below by Signature Assignment or Fieldwork.

1. Formative Assessment Inventory and Analysis Signature Assignment

Four major themes emerged from the content analysis on the question related to formative assessment: 1) the assignment promoted understanding of how curriculum, standards, and assessment should be aligned, 2) the assignment helped participants understand how data drives teacher instruction and administrator decisions, 3) the assignment assisted participants in seeing the purpose of assessments and the value placed on assessments (or lack of value in some cases) by the staff and administration at their school sites; and 4) the assignment helped participants realize the gaps that existed at their school sites as well as what changes needed to be made related to formative assessments. The frequency of these responses is demonstrated in Table 4. Other important comments were also offered by the participants and a full listing of all comments can be found in Appendix C.

Table 4
Formative Assessment and Inventory and Analysis Qualitative Response Rates

Description	# Responses
Gaps at school site	19
Purpose and value of assessments	12
Alignment of curriculum, standards and assessments	5

2. Academic Scrapbook Signature Assignment

Six major themes emerged from the qualitative responses to the question related to the Academic Scrapbook assignment: 1) the assignment provided a better understanding of standards; 2) the assignment taught the participants what academic language needed to be included in their teaching; 3) the assignment assisted participants in understanding what grade-level expectations should look like, 4) the assignment increased participants awareness of the rigor needed to meet the standards, 5) the assignment raised awareness among participants of the part assessment plays in accountability, and 6) the assignment demonstrated to the participants how instruction should be aligned to standards-based content (see Table 5). There were many other observations by the participants, and all comments are included in Appendix C.

Table 5

Academic Scrapbook Signature Assignment Qualitative Response Rates

Description	# Responses
Better understanding of standards	34
Learned academic language	12
Alignment of instruction to standards-based content	12
Increased awareness of the importance of rigor	6
Greater awareness of grade-level expectations	4
Relationship of assessment to accountability	4

3. Classroom Learning Walks Embedded Fieldwork

Seven major themes emerged from the classroom learning works experience: 1) the fieldwork provided an opportunity for participants to see an aligned instructional system, 2) the fieldwork provided participants the chance to see indicators of student learning being demonstrated in the classroom, 3) the participants indicated they were able to see real-life examples of the written, taught and assessed curriculum, 4) the fieldwork allowed the participants to see first-hand what educational leaders observe during classroom visits, 5) the participants were able to practice calibrating the rigor of the teaching observed related to grade-level standards, 6) the participants noted they were able to gain experience in observing teaching at a variety of grade levels, and 7) the fieldwork experience gave the participants an opportunity to conduct walk throughs and to practice feedback (see Table 6). Other comments were made related to this fieldwork assignment, and those comments are included in Appendix C.

Table 6

Classroom Learning Walks Embedded Fieldwork Qualitative Response Rates

Description	# Responses
Understand what leaders observe	13
Observations in multiple grade-levels	13
Practice walk throughs and give feedback	10
Calibrate rigor based on grade-level standards	9
Observe an aligned instructional system	5
See examples of written, taught and assessed curriculum	4
Observe indicators of student learning	2

4. Faculty In-service Embedded Fieldwork Assignment

The comments for this fieldwork assignment varied greatly and indicated that the assignment was valuable as it was something the participants could immediately use at their sites. Three strong themes emerged from the qualitative responses: 1) the assignment gave participants the chance to practice creating faculty in-service sessions or modules with feedback. 2) the participants indicated that working collaboratively on the design of the in-service was beneficial in many ways, and, 3) the fieldwork assignment gave the participants the opportunity to practice presenting an in-service to their peers before presenting at their school sites (see Table 7). Other comments were made and they can be found in Appendix C.

Table 7

Faculty In-service Embedded Fieldwork Assignment Qualitative Response Rates

Description	# Responses
Practice creating faculty in-service/module	18
Practice presenting	17
Working collaboratively	17

5. Site Leader Interview and Executive Summary Fieldwork Assignment

Through participants' comments, three strong areas of agreement emerged: 1) the role of the administrator in seeing the needs of the students and teachers was apparent, 2) the artifacts that support guaranteed and viable curriculum became evident, and 3) the participants commented that having time to just meet with and talk to their site administrator was beneficial in itself (see Table 8). Participants also offered many other comments about this fieldwork assignment, and those comments can be found in Appendix C.

Table 8
Site Leader Interview and Executive Summary Embedded Fieldwork Qualitative Response Rates

Description	# Responses
Artifacts that support guaranteed and viable curriculum	19
Time to talk with the administrator	11
Role of administrator in identifying needs	9

6. Most Important Skills/Knowledge Candidates Developed as a Result of EAD 272

Ten skills or knowledge areas emerged from the qualitative comments on the survey: 1) learned about EDI lesson design, 2) learned how to unpack and teach grade-level standards, 3) learned how to lead for a guaranteed and viable curriculum, 4) learned what an effective PLC looks like, 5) learned the difference between formative and summative assessments, 6) learned essential academic vocabulary, 7) learned the importance of using data to drive instruction, 8) learned how to conduct walk-throughs, 9) learned the importance of and how to align curriculum, standards and assessments, and 10) learned how to design teacher in-service sessions or modules (see Table 9). Other important comments were offered by the participants and those comments can be found in Appendix C.

Table 9
Important Skills/Knowledge Candidates Developed as a Result of EAD 272 Qualitative Response Rates

Description	# Responses
Unpack and teach standards	29
Curriculum, standards, and assessment alignment	18
EDI lesson design	16
Walk-through components	16
Leading for a guaranteed, viable curriculum	15
Designing in-services/modules	8
Using data to drive instruction	4
Effective PLC's	3
Academic vocabulary	3
Formative and summative assessments	2

Focus Group Interview Results

Also related to the above noted Student Learning Objectives, a focus group of four administrators from districts served by the program was held to assess the progress of the program in meeting Student Learning Outcomes 2.1 and 2.2. The following is a summary of the focus group interview held in the spring 2010.

Four administrators representing Madera, Visalia, and Central Unified School Districts conducted mock interviews with the 19 students graduating from the Educational Leadership and Administration Program on April 28, 2011. One week before the mock interviews, each student sent their Educational Philosophy and Resume to the administrator scheduled to interview them. Additionally, each student responded in writing to a practicum, an on-demand school scenario prompt. Sample questions were provided to the administrators, but they were free to modify questions or use their own.

The instructor conducted brief interviews with each student immediately after the mock interview. Students uniformly shared that the interview was a powerful experience and that they were compelled to review all course and program knowledge and activities in preparation for the interview. Most students had never participated in an interview except for their entry into the teaching profession. Specifically, students felt that they were able to respond quickly, communicate in a knowledgeable and effective manner. Approximately 90% of the students were satisfied with their experience and felt that they had done well. Approximately 10% felt that their nervousness or inability to respond to some questions had hindered their success. All students received informal feedback from the interviewers either during or at the end of the interview. All students stated that the feedback was very helpful.

The four administrators were asked to briefly discuss the interviews. The responses fell into three categories: compliments regarding the preparedness of the candidates, appreciation for being included in the partnership with the university, desire to further interview specific candidates. There were no negative comments by the administrators.

The following list identifies the positive common threads of the focus group interview:

- Graduating students had a good understanding of standards-based instruction and assessment.
- Graduating students understood instructional leadership.
- Graduating students were passionate about equity issues.
- Graduating students had high expectations for themselves and others.
- Graduating students expressed themselves well.
- Graduating students were stronger than many candidates from other universities.

Student Outcomes Summary of Results

In summary, for the two student outcomes measured during the 2010/2011 academic year, there is overwhelming testimonial from participating students that they are achieving the intended outcomes. The frequency data as well as the comments support that the course focusing on these skills (EAD 272) is focusing on graduates being prepared to design, implement and monitor a high quality instructional standards-based program. In addition, there is evidence through the survey and through the qualitative comments that the students are being prepared to shape of a culture of high expectations and create accountability systems at school sites.

Department of Literacy and Early Education

The LEE Department works at five different levels:

1. Credential classes for Reading, English learners, and Early Childhood
2. Master's classes in Education with an Option in Early Childhood
3. Master's classes in Education with an Option in Reading
4. Bilingual authorization, and
5. Master of Arts in Reading (special session online).

Assessments and results of assessments for the masters in education (reading and early childhood) are explained below. Information regarding the credential classes, bilingual authorization, and the Master of Arts in Reading are listed in the department goals below.

Master of Arts in Education Early Childhood & Reading/Language Arts

1. What learning outcomes did you assess this year?

Master of Arts in Education - Early Childhood

Goal A: ECE graduates utilize theory, research, and ongoing assessment when making instructional decisions.

Objective A-1: Demonstrate knowledge, skills and dispositions that promote development and learning.

Objective A-2: Apply current ECE research to issues of practice.

Objective A-3: Utilize a variety of inquiry methods and the latest technology.

Goal B: ECE graduates are caring and ethical teacher-leaders, guided by their knowledge of culturally and developmentally appropriate practices.

Objective B-1: Engage in reflection, documentation, self-assessment and life-long learning.

Goal C: ECE graduates are leaders who address the needs of their culturally diverse learners respectfully and responsively.

Objective C-1: Integrate various perspectives to create quality early education for all children.

Objective C-2: Be responsive to ethnical, cultural and linguistic diversity.

Goal D: Develop inter-professional skills necessary to become ECE leaders in both the educational community and in the community at large.

Objective D-1: Build strong relationships with families and communities.

Objective D-2: Advocate for children, families, and the profession.

Master of Arts in Education – Reading & Language Arts (taken from SOAP 2006)

Goal 3: To develop students' ability to **Organize and Enhance a Reading Program**, which includes creating a literate environment, analyzing literacy-related research, and communicating information about reading to various groups and incorporating service learning opportunities.

In particular:

Objective 3.9: the use technology to educate and communicate with teachers and students.

Objective 3.4: initiate, participate in or apply literacy-related research including but not limited to teacher action research.

Objective 3.5: interpret research findings related to language and literacy development.

Objective 3.6: communicate research findings and assessment data to administrators, staff members, and parents.

Other Goals as outlined in the Reading SOAP:

1. Improve the recruitment plan.
2. Improve the sharing of the project/thesis work through the Graduate Colloquium.

2. What instrument did you use to assess them?

Master of Arts in Education - Early Childhood

A. Direct Measures

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

B. Indirect Measures

1. Graduate and Employer Survey

Master of Arts in Education – Reading & Language Arts

Analysis of student work in the LEE254 Reading Specialist describing the use of research in educational settings.

Survey of 41 graduate students describing how they hope to use the information they learn in the Master of Arts in Education-Reading.

3. What did you discover from these data?

Master of Arts in Education - Early Childhood

Based on the assessment date, including anecdotal responses from program faculty, student performance is strong in

- Ability to demonstrate knowledge, skills, and dispositions that promote development and learning;
- reflective skills and the ability to make connections between theory and practice;
- understanding the elements needed to create environments that are healthy, respectful, supportive and challenging for all children;
- demonstrating their knowledge, accessing resources, and acting as advocates for sound educational practices and policies.
- Weaknesses include:
- interpreting and summarizing data;
- difficulty writing a “thoughtful, well-organized and systematical” review of the literature and “clearly explaining” the findings from studies included in the review, or as one faculty noted, finding a “professional voice;”
- basing their leadership action on actual needs identified by the prospective audience through a needs assessment as opposed to an assumed need identified by the student.

Master of Arts in Education – Reading & Language Arts

Students felt more confident and satisfied using the research based reading instruction information in a service learning setting.

According to the survey, the vast majority of students said they are taking classes to improve their skills in reading (85%) and to become a really good reading teacher (95%). Students also reported that they would like to teach at the community college (56%), become a reading consultant (39%), or a reading resource teacher (46%). 100% of our students are paying the full amount of tuition for their graduate program.

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

Master of Arts in Education - Early Childhood

The following actions are being taken to address the relative weaknesses of some students' performances in the ECE Graduate Program:

- Project/Thesis Advisor will work more closely with the candidate in Methods and Research course taken the semester before the culminating project to assure ability to interpreting and summarizing data;
- Explore small study teams working to assist candidates in developing their action research methodology or providing a peer-review system at a critical step in the project;
- Have specific resources available to candidates to develop writing skills, including Intersession writing classes, writing clinics, drop-in tutoring and other resources available through the University' Graduate Program and the KSOEHD.
- Provide more direct instruction in coursework on the development of needs-assessment tools to plan outreach activities and the process of future planning beyond an isolated activity in order to enact real change.

Master of Arts in Education – Reading & Language Arts

As the result of students' confidence in the use of service learning in LEE254, we will continue to provide opportunities for students to engage in real life settings to apply research based practice to teach reading.

Recruitment Plan

1. Conducted recruiting informational visits of 4 different schools in the Fresno area: Homan Elementary School, Starr Elementary School, King Elementary School, and Greenburg Elementary School.
2. Redesigned and improved the pamphlet for the program to improve recruiting efforts.
3. Developed an advertising banner to use at recruiting visits and conferences.
4. Recent credential graduates who do not find a job may want to pursue a master's and so letters were sent out to graduates encouraging them to enroll.

The Reading Colloquium provided a chance for students to read about and share research findings with their classmates and with graduate students from other cohorts.

The Reading Program took action to implement a Comprehensive Exam and a class that will have some affect on adult readers and readers at the college level.

In hopes to address some of the students' desire to teach older readers, a secondary speaker was added to speak at the Chavez Conference on Literacy Instruction and Educational Policy. Also, our secondary reading specialist, Dr. Jyothi Bathina taught the beginning class in the master's sequence.

Ongoing attempts to engage students in online instruction have been very fruitful. There is an expectation that grades, syllabus, and content from the course is online and professors are posting that information which we believe leads to higher quality instruction. The Reading Program has been working with Mary Bennett at TILT to design a Power Week of instruction that about half of the department will attend from June 6 to June 8. A survey was designed to establish a needs assessment for online instruction. About 7 of the faculty are scheduled to attend the Power Week sessions.

2010-2011 ANNUAL REPORT TO THE PROVOST
Kremen School of Education and Human Development
June 10, 2011
Appendix B: Scholarship and Creative Accomplishments

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Hart, S. (2011). Critical openings and possibilities: Navigating challenges for change. In B. Porfilio & H. Hickman (Eds.), *Critical-service learning as a revolutionary pedagogy: An international project of student agency in action* 251-271. Greenwich, CT: Information Age.

Huerta, Teresa

Huerta, T. M. (in press). A humanizing pedagogy: Enhancing the way we teach Latino children. *Bilingual Research Journal*

Lane-Garon, Pamela

Lane-Garon, P., (2011). Lowell Revitalization: One student conflict manager at a time. *Metropolitan Universities Journal* 21(3). Indianapolis, IN.

Tracz, S. and Lane-Garon, P. (2011, in press). Adaptive family functioning of resettled Southeast Asian families. *Journal of Multicultural Counseling and Development* Antioch University, NH.

Shelton, Marilyn

Jones, M., and Shelton, M. (2011). *Developing your portfolio: Enhancing your learning and showing your stuff – a guide for the early childhood student or professional*. Second Edition. New York: Routledge Taylor and Francis Group. Refereed

PRESENTATIONS:

Department of Counseling, Special Education, and Rehabilitation

Arokiasamy, Charles

Arokiasamy, C.V. (2010, Dec 1-3). Understanding and Applying Universal Design of Learning. *Pontifical University, Ponce, Puerto Rico.*

Arokiasamy, C.V. (2010, Nov 15-17). Grant management. *RSA-CHRR Grant Management Conference, Orlando, FL.*

Arokiasamy, C.V., Barnes, D., Quinto, L., & Olea. M. (2010, Oct 26). *Combining Education and Service: An Innovation Using Multi-Agency Partnerships.* 16th Annual Coalition of Urban and Metropolitan Universities (CUMU) Conference, Fresno, CA.

Arokiasamy, C.V., Eastes, E., Keosheyian, D., & Newlin. A. (2010, Oct 25). *Innovative Service Delivery: Using Students to Reduce Cost and Improve Outcome.* 16th Annual Coalition of Urban and Metropolitan Universities (CUMU) Conference, Fresno, CA.

Arokiasamy, C.V. (2010, Oct 11-13). *Principles and application of Universal Design of Learning.* RSA- Universal Design Training Conference, McCallen, TX.

Arokiasamy, C.V., Hardy. N., Cardiel, A. (2010, Aug 23). *Using RSA Grants to Increase Enrollment.* 13th Annual RSA Project Directors' Conference, Washington, DC.

Arokiasamy, C.V., Olea, M., & Newlin. A. (2010, Jul 23). *Improving service to minority populations through multi-agency partnerships.* 17th Annual Conference of the National Association of Multicultural Rehabilitation Concerns, Las Vegas, NV.

Garcia, Juan

Garcia, J., (2011) Transition to Manhood: *The Jovenes Integral Youth Program,* Roots Conference, Tulare Convention Center, Tulare County Office of Education and The Roots Collective, Visalia, CA., Feb 17, 2011

Garcia, J., (2010) California Brief *Multicultural Competence Scale Training,* Solano County Department of Mental Health, Fairfield, CA, 10/14-16, 11/17-19. Invitation.

Garcia, J., (2010) *Multicultural Competence: The California Model,* Department of Behavioral Health, County of Fresno, San Joaquin Valley Workforce Funders Collaborative, Fresno CA. 6/28-29. Contract.

Garcia, J., (2010) "Multicultural Aspects of Counseling: *The California Brief Multicultural Competence scale,*" with Cheryl Chancellor-Freeland, PhD, Psychiatry Grand Rounds Presentation, University of California Medical Education Program, San Francisco – Fresno Campus, July 8, 2010. Invitation.

Kupferman, Scott

Kupferman, S. (2010). *Ensuring the successful transition of assistive technology post-high school.* Presented at the Western Region Disability Conference, Fresno, CA.

Lam, Sarah

Lam, S. (2011). *Factors to consider when assessing and developing empathy among students from diverse background in counseling practicum*. Presented at the Trilateral Conference on March 25, 2011, Fresno, CA (Refereed).

Lam, S., & Lowe, G. (2011). *Social problems and Chinese churches*. Presented at the Doctoral in Ministry program of Christian Witness Theological Seminary, San Jose, CA, Jan 3-7, 2011 (Invited).

Lee, Song

Lee, S. (2010). Symposium: Post-Migration Experiences of Hmong Americans. Paper presentation at the American Psychological Association Annual Convention, August, San Diego, CA.

Nusbaum, Emily

Nusbaum, E. & Stolz, S. (2011, May). "As long as you're accessible it will be fine": *Considering the relational aspects of accessibility*. Paper presented at Second City: Disability Studies in Education annual conference, Chicago, IL.

Broderick, A., Nusbaum, E., & Ware, L. (2011, May). *Disability studies in education as a discursive/cultural/ideological "intervention" in 21st century teacher education*, E. Nusbaum, chair. Symposium conducted at Second City: Disability Studies in Education annual conference, Chicago, IL.

Nusbaum, E. & Hovnanian, K. (2011, March). *Text as a tool for critical reflection: Using Ability Profiling and School Failure* by Kathleen Collins in one teacher education course. Paper presented at the California chapter of The Association for Persons with Severe Disabilities annual conference, Irvine, CA.

Pitt, Jenelle

Kim, B., & Pitt, J. S. (2011, January). *Using illuminate learning suite for online education and beyond*. Presentation at the Teaching with Innovative Solutions in Technology to Engage and Reach Students (TWISTERS) Conference at California State University, Fresno; Fresno, CA.

Pitt, J. S., Flowers, C. R., & Cartwright, B. Y. (2010, July) *Navigating the Ivory Tower: Experiences of First-Year Rehabilitation Educators*. Presentation at the 17th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Las Vegas, NV.

Romero-Ramirez, M., & Pitt, J.S. (2010, July). *Climbing the Academic Career Ladder: From Master's to Doctorate and Beyond*. Presentation at the 17th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Las Vegas, NV.

Romero-Ramirez, Maria

Fuentes, M. A., Romero-Ramirez, M., Dator, J. (2010, November). *Latino Mental Health: Practitioners sharing with student and early career professionals*. Discussion presented at the National Latino Psychological Association (NLPA) Biennial Conference, San Antonio, TX

Romero-Ramirez, M. & Pitt, J. (2010, July). *Climbing the Academic Career Ladder: From Master's to Doctorate and Beyond*. Presentation presented at the 17th Annual National Association for Multicultural Rehabilitation Concerns (NAMRC) Training Conference, Las Vegas, NV

Rankin, Carol

Rankin, C. S. (2010, Nov.) *Transforming resistance through motivational interviewing*. Paper presented at the Western Region Disability Conference, Fresno, CA.

Rankin, C.S. (2010, Oct). *Transforming client/counselor resistance through motivational interviewing*. Paper presented at the National Association of Rehabilitation Counselors Association, Oklahoma City, OK.

Rankin, C. S. (2010, Oct). *The importance and impact of assessing immediate client feedback*. Paper presented at the National Association of Rehabilitation Counselors Association, Oklahoma City, OK.

Shen, Hong

Shen, H. (2011, March), *Maintain Quality of Higher Education in a financial Crisis*. Presentation at Trilateral Conference, Fresno, CA (Peer reviewed)

Shen, H. & C. Torgerson, C. (2010, September), *Program Evaluation*. Presentation at CSU Fresno Assessment Coordinator Meeting, Fresno, CA (Invited)

Tatsumura, Janell

Brogran, A., Culver-Dockins, N., Karsevar, K., McCarthy, M., Tatsumura, J. L., Whyte, J., Woods, R.S. (2010, October). *The urban mission: Linking California State University, Fresno and the central California community*. Poster session presented at the Coalition of Urban and Metropolitan Universities, Fresno, CA.

Torgerson, Colleen

Torgerson, C., (2011, April), Fresno, Character Education Conference "*Dealing with Inappropriate Classroom Behavior*"

Torgerson, C., (2011, February), San Diego, American Association of Colleges of Teacher Education "*Dispelling Myths of Teacher Preparation*"

Torgerson, C., (2011, January), Fresno, Fresno State Elementary Teacher Candidates "*Students at Risk*"

Torgerson, C., (2010, December), Fresno, Kremen School Single Subject Master Teacher Conference “*Making Explicit What Comes Naturally: Differentiation for Secondary*” October 30, 2010, Fresno, Kremen School Single Subject Master Teacher Conference “*Making Explicit What Comes Naturally: Differentiation for Elementary*”

Torgerson, C., (2010, October), Visalia Tulare COE “*EAP and University Interventions*”

Shen, H. & C. Torgerson, C. (2010, September), *Program Evaluation*. Presentation at CSU Fresno Assessment Coordinator Meeting, Fresno, CA (Invited)

Weir, Kyle

Weir, K.N. (2011, May 16) “*The Power of Positive Discipline: Parenting Preschool Children,*” Presented to the Parent Training Group at First Five’s Rivergold Preschool.

Weir, K.N. (2011, Jan. 28) “*Building Attachment with Your Child,*” Presented to the Parent Training Group at First Five’s Rivergold Preschool.

Valencia, Albert

Valencia, A. (2010). Symposium Co-Chair: “*Immigration - Impact on Demographics, Mental Health, Education, and Sexual Identity*”, Sponsored by the Divisions of Social Justice (DSJ), American Psychological Association Annual Convention, San Diego, CA, August 13, 2010, 4pm to 5:50pm, San Diego Convention Center, Upper Level, Room 31A

Department of Curriculum and Instruction

Behrend, Jeanie

Behrend, J., Wenrick, M. (2010, December). *EEEEK! There’s a buggy algorithm in my math class*. California Mathematics Council-North, Asilomar, CA.

Behrend, J., Wenrick, M. (2010, July). *Mathematics understanding learning and teaching* (MULT) Project. MULT Summer Institute, Fresno, CA.

Benavides, Otto

Benavides, O. (2011, April) *Ethical issues and technology*. Character and Civic Education Conference. Fresno, CA

Benavides, O. (2010, October) *Video editing for e-Learning (final Cut)*. Workshop for Anadolu University Communications faculty, Eskisehir, Turkey

Benavides, O. (2010, October). *The history of ICEM and the development of technology in the last sixty years*. Keynote presentation at the sixtieth International Council for Educational Media Conference, Eskisehir, Turkey

Benavides, O. (2010, October) *Apple products for educators, workshop for education and college faculty*, Eskisehir, Turkey

Benavides, O. (2010, October) *iLife in education*. Association for Educational Communications and Technology, Anaheim, CA

Benavides, O. (2010, October) *Introduction to Apple Macintosh computers, fast track essentials*. American Society of Anesthesiologists. San Diego, CA

Benavides, O. (2010, October) *Creating multimedia resources using Macintosh applications*. American Society of Anesthesiologists. San Diego, CA

Benninga, Jacques

Benninga, J. (2010, June). *Education for American citizenship*” American Identity Renewed: A Conference of the Stanford Center on Adolescence. New York City.

Biacindo, Kathryn

Rowland, T., & Biacindo, K. J. (2011, April). *Pond habitat life and adaptations in a vernal pool in River Gorge park*. Sierra Unified school science education program day.

Biacindo, K. J. (2011, April). *Why do we need moral education in the schools? A look at the relationship between your views and school reality*. Paper presented at the 26th annual Character Education Conference, Fresno, CA.

Biacindo, K. J (2011, March). *Coaching teacher candidates to success through the use technology to promote student-centered learning in meaningful contexts*. Paper presented at the California Commission on Teacher Education Conference. San Jose, CA.

Biacindo, K. J. (2010, September). *Hands on healing: The ways of our mothers*. Paper presented at the annual meeting of the American Indian Woman’s Association. Bass Lake, CA.

Biacindo, K. J. (2010, June). *APA paper writing: A workshop*. Presented to CSUF Leadership Academy, Fresno, CA.

Biacindo, K. J. (2010, June). *APA: Drafting and literature review*. Presented to Sunnyside Leadership Academy, Fresno, CA.

Bohlin, Carol Fry

Bohlin, C.F., Becker, J.R., Benken, B., Beglund, J., Ellis, M., Fischman, D., Pugalee, D., & Razo, F. (2011, January 27). *Pathways to middle school mathematics teaching in California—Concerns and opportunities: Preconference session overview*. Association of Mathematics Teacher Educators' Annual Conference, Irvine, CA.

Bohlin, C.F. (2011, January 27). *Current pathways for preparing middle school mathematics teachers*. Association of Mathematics Teacher Educators' Annual Conference, Irvine.

Bohlin, C.F. (2010, June 9). *Collaboration and partnerships in effective science and mathematics teacher initiatives at California State University, Fresno*. Science and Mathematics Teacher Imperative (SMTI) National Conference: Cincinnati, OH.

Bohlin, R. (2010, October). *What digital divide?* Invited keynote presented at the annual conference of the Renaissance Group, Arlington, VA.

Chiero, Robin

Chiero, R., Flores, A., Bishop, C., Peyton, V. & Russell, S. (2011, April) *CalStateTEACH and the iPad: 21st century skills meet 21st century technology*. Presented at the Learning to Teach System Conference, San Diego,.

Chiero, R. *Fresno Assessment of student teachers (FAST)* (2011, April). Presented at the Learning to Teach System Conference, San Diego.

Firpo, Richard

Firpo, R., (2011, March 3) Performance demonstration: *Master of Ceremonies for annual KSOEHD Alumni Board "Noted Alumni Awards Dinner," attended by 250 community members and KSOEHD faculty/staff.*

Lomeli, Jose

Lomeli, J. & Perez, A. (2011). *Dreams of success: Enhancing academic performance*. Preparation for Success in Content Standards, Burroughs Elementary, Fresno Unified School District, Fresno, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (2010). *Enhancing self-confidence and internal motivation*. 12th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (2010). *Group dynamics/Teambuilding*. Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).

Lomeli, J. & Perez, A. (2010). *Group dynamics/Teambuilding*. Annual KSOEHD/CVELI Community College Administrators Program, Scout Island, Fresno, California (Invited Workshop).

Nyberg, Lisa

Nyberg, L. (2011) *The Language of Science: I See What You Mean*: National Science Teachers Association: San Francisco, March 2011. (peer reviewed)

Nyberg, L. (2011) Multiple Subject Seminar: *Classroom Management* (three-hour workshop)

Pham, Kien

Pham, K. (2011, March) *Math seminar*. CalStateTEACH Program. California State University, Fresno.

Pham, K. (2010, October) *Math seminar*. CalStateTEACH Program. California State University, Fresno.

Pham, K. (2010, August) *Innovative instructional methods*. Four-Day Seminar conducted with Diane Oliver. University of Pedagogy. Ho Chi Minh City, Vietnam.

Pham, K. (2010, June) *Math seminar*. CalStateTEACH Program. California State University, Fresno.

Wenrick, Melanie

Wenrick, M. & Kent, N. (2011). *The marriage of CGI and lesson study: Will it last?* National Council of Teachers of Mathematics Annual Meeting, Indianapolis, IN. (peer reviewed)

Kent, N. & Wenrick, M. (2011). *Mathematics: Understanding, learning, and teaching (MULT)*. National Council of Teachers of Mathematics Research Pre-session, Indianapolis, IN. (peer reviewed)

Wenrick, M. & Behrend, J. (2010). *EEEE! There's a buggy algorithm in my math class!* California Mathematics Conference – Northern Section, Asilomar, CA. (peer reviewed)

Wenrick, M. & Behrend, J. (2010). *Cognitively guided instruction level 2 summer institute*. Mathematics Understanding, Learning, and Teaching (MULT) Project. Participants from Chowchilla, Fresno, and Laton School Districts. Fresno, CA.

Department of Educational Research and Administration

Brown-Welty, Sharon

Brown-Welty, S. (2011). Discussant at AERA “Evaluation and Ethical Leadership”. Division J – Post-secondary Education. 2011 Annual Meeting, New Orleans.

Blizzard, D., & Brown-Welty, S. (2011, April). “Whose Accountability is It?”. Council for the Study of Community Colleges, 53rd Annual Meeting, New Orleans, LA. (Refereed).

Tenbergen, K. & Brown-Welty, S. (2011, April). “How do Course Articulation Agreements Facilitate the Transfer and Completion of a Bachelor’s Degree?” Council for the Study of Community Colleges, 53rd Annual Meeting, New Orleans, LA. (Refereed).

Brown-Welty, S., Hauser, L., & Magdaleno, K. (2010, October 1). *Reconstructing educational leadership and administration curriculum: Signature assignments and embedded fieldwork*. California Association of Professors of Educational Administration Fall 2010 State Conference: Preparing our Leaders - Relevance for Our Profession, Pomona, CA.

González, Juan Carlos

González, J. C., Oliver, D., & Thompson, C. (2011, May 18-25). *American university governance: Pros and cons of decentralization*. Wuhan, China: International Conference on Student Affairs Administration: Meeting Challenges of Globalization and Quality Improvement.

Thompson, C., González, J. C., & Oliver, D. (2011, May 18-25). *Higher education and student affairs in the United States: Expanding global learning opportunities*. Wuhan, China: International Conference on Student Affairs Administration: Meeting Challenges of Globalization and Quality Improvement.

- González, J. C., Immekus, J., & Kelley, K. (2011, Apr 12). *Fresno county boys and men of color policy forum*. Fresno, CA: Sponsored by The California Endowment and Kaiser Permanente.
- Wood, J. L., Turner, C. S. V., & González, J. C. (2011, Apr 9). *Meta-synthesis: An innovative approach to literature reviews*. New Orleans, LA: Annual Conference of the American Educational Research Association.
- González, J. C., & Immekus, J. (2011, Apr 8). *Latino male youth in Central California's public schools: Ways in which they experience successes and challenges*. Fresno, CA: California Association of Latino Superintendents and Administrators (CALSA).
- González, J. C., Portillos, E., Turner, C. S. V., & Huerta, T. (2011, Apr 1). *¡Estas en tu casa! / You're in your home!: Experiences of Chicanas/os returning to serve their communities as faculty*. Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., & Immekus, J. (2011, Mar 31). *Respetame! / Respect me!: A qualitative study of Chicano youth voices in central California*. Pasadena, CA: The 38th Annual Conference of the National Association of Chicana and Chicano Studies.
- González, J. C., Immekus, J., Joubert, C., González, A., & Xiong, S. (2010, Dec 1). *A qualitative study of Latino youth in central California: Urban and rural experiences*. Fresno, CA: California State University, Fresno. Sponsored by Researchers and Critical Educators (RACE).
- González, J. C. (2010, Sep 17). *The educational history of Mexicans in the southwest?: A critical understanding through visual ethnographic analysis*. Chicago, IL: Annual Meeting of the Organization of Educational Historians.

Hauser, Linda

- Buster, W. & Hauser, L. (2011, April 14). *Dealing with difficult people*. CSU Regional Leadership Development Program.
- Hauser, L. (2011, April 9). *Building organization/instructional capacity: District leadership teams converting research knowledge to action via professional learning model*. 2011 AERA Annual Meeting, Inciting the Social Imagination: Education Research for the Public Good. New Orleans, Louisiana.
- Hauser, L. (2011, March 7). *Leading the learning: Creating a k-12 writing system*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).
- Hauser, L. (2011, February 2). *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 three 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. (2011, January 26). *Leading the learning: Creating a k-12 writing system*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).

Hauser, L. (2010, December 9). *Building high performing systems and teams*. CSU Regional Leadership Development Program.

Hauser, L. (2010, December 8). *Leading the learning: Creating a k-12 writing system*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).

Hauser, L. (2010, November 16). *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 three 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, November 10). *Leading the learning: Creating a k-12 writing system*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).

Hauser, L. (2010, October 28). *Leading the learning: Creating a k-12 writing system*. Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (K-12 Teacher Leadership Team).

Hauser, L. (2010, October 18). *Building organizational vision*. CSU Regional Leadership Development Program.

Hauser, L. (2010, October 8). *Systems alignment for continuous improvement*. Pajaro Valley Unified School District Business Services Division Retreat, Watsonville, California.

Brown-Welty, S., Hauser, L., & Magdaleno, K. (2010, October 1). *Reconstructing educational leadership and administration curriculum: Signature assignments and embedded fieldwork*. California Association of Professors of Educational Administration Fall 2010 State Conference: Preparing our Leaders - Relevance for Our Profession, Pomona, CA.

Hauser, L. (2010, June 25). *What a cbo needs to know about teaching, learning, and instructional leadership for high performance: Creating a system focused on continuous improvement*. CBO Mentor Project, A Partnership of FCMAT, CCSESA, BASC, CASBO, and SSC, Sacramento, California.

Immekus, Jason

Gonzalez, J. C., & Immekus, J. C. (2011, April). Latino male youth in Central California's public schools: Ways in which they experience successes and challenges. Paper presented at the

annual California Association of Latino Superintendents and Administrators conference, Fresno, CA.

Immekus, J. C. (2011, March). *Multidimensional item response theory in educational and psychological research*. Paper presented at the Psychological Sciences Research Colloquium, University of California, Merced, CA.

Gonzalez, J., & Immekus, J. C. (2011, March). *Respetame!/Respect me!: A qualitative study of Chicano youth voices in Central California*. Paper presented at the annual National Association of Chicana & Chicano Studies conference, Pasadena, CA.

Immekus, J. C. (2011, February). *Data Analysis using SPSS*. Workshop conducted at CSU Fresno, Fresno, CA.

Immekus, J. C., & Greenlaw, C. (2010, November). *Application of McDermott's Multistage Euclidean Grouping (MEG) procedure to investigate interim assessment score patterns*. Paper presented at the annual California Educational Research Association, San Diego, CA.

Immekus, J. C. (2010, August). *Developing interim assessment for student learning*. Workshop conducted at Wilson Elementary, Dinuba, CA.

Magdaleno, Ken

Magdaleno, K. (2011). "*Our Celebration*," Keynote address, Invited Keynote, Mexican American Community Club of Selma, Scholarship Dinner, CA.

Magdaleno, K. (2011). "*Literacy, Early Education and Educational Policy*," Panelist, Cesar Chavez Conference California State University, Fresno, CA.

Magdaleno, K. (2011, March). "*Valuing Diversity and Culture*," Workshop presenter, State Center Community College Leadership Cohort, CA.

Magdaleno, K. (2011, January). "*Using Cultural Capital to Support Latino Student Success in an Asset Rich Learning Environment*," Invited Keynote Speaker, Closing the Achievement Gap for Latino Students and English Learners, Total School Solutions, CA.

Magdaleno, K. (2010, December). "*Valuing Diversity*," Workshop Presenter, California State University Leadership Team, CSU Monterey Bay, CA.

Magdaleno, K. (2010, October). "*Mentoring Educational Leaders: Supporting the Needs of a Diverse Leadership*," International Mentoring Association, University of New Mexico Mentoring Institute, Albuquerque, New Mexico.

Magdaleno, K. (2010, October). "*Reconstructing Educational Leadership and Administration Curriculum: Signature Assignments and Embedded Fieldwork*," California Association of Professors of Educational Administration, California State University, Pomona, CA.

Magdaleno, K. (2010, September). "Mentoring Educational Leaders," Back-to-School Legal Update Forum, Lozano Smith, Attorneys at Law, CA.

Brown-Welty, S., Hauser, L., & Magdaleno, K. (2010, October 1). *Reconstructing educational leadership and administration curriculum: Signature assignments and embedded fieldwork*. California Association of Professors of Educational Administration Fall 2010 State Conference: Preparing our Leaders - Relevance for Our Profession, Pomona, CA.

Oliver, Diane

Oliver, D. E., & Hioco, B. (2011, April 8). *Ethical decision-making and community college leadership: Bridging from scholarship to practice*. Research paper presentation at the Council for the Study of Community Colleges Conference, New Orleans, LA.

Oliver, D. E. (2010, October 15). *A different paradigm: From centers and peripheries to continuums*. Roundtable presentation and facilitated discussion at the Comparative and International Education Society Western Regional Conference, California State University, Long Beach, CA.

Tracz, Susan

Abode, I., & Tracz, S. M. (2011, April). The impact of student response system on third graders' learning, motivation and engagement. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Tanner-McBrien, L., & Tracz, S. M. (2011, April). Impact of school movility on academic achievement for homeless, foster, and housed students. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Boyer, K., & Tracz, S. M. (2011, April). Investigating differences among Asian American youth participating and not participating in after-school programs. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Wise, Donald

Wise, D. (2010, October). *Del Liderazgo Académico al Liderazgo de Aprendizaje (From Academic Leadership to Leadership for Learning)*. Benjamin Bloom Lecture, Universidad del Valle de Guatemala, Guatemala City, Guatemala. Invited lecture presented to university professors and students.

Wise, D. (2010, July). *Nuevas Tendencias en el Liderazgo Educativo (New Horizons in Educational Leadership)*. One-week invited master's degree course taught in Merida, Mexico.

Wise, D. (2010, June/July). *Coaching para la Reforma Educativa (Coaching for Educational Reform)*. One-week invited course presented in Quiché, Guatemala, to 28 leadership coaches.

Wise, D. (2010, June). *Introducción al Coaching para el Liderazgo (Introduction to Leadership Coaching)*. One-week invited course presented in Quiché, Guatemala, to 28 leadership coaches.

Department of Literacy and Early Education

Alamillo, Laura

Alamillo, L. (2011) *Building empathy in teacher candidates*, California Association for Bilingual Education, Long Beach CA.

Bathina, Jyothi

Bathina, J. (2011, May) *Literate Voices: Empowering students to learn*. Keynote speaker. Cesar Chavez Conference. Fresno State. Fresno, California.

Bathina, J. (2011, March). *Engaging and challenging all students*. Invited speaker. GATE parent committee. Fresno Unified, Fresno, California.

Bathina, J. (2011, Feb) *Reaching and teaching at risk adolescents*. Invited keynote. Children's Hospital, Fresno, California.

Bathina, J. (2011, Jan) *Building literacy through the use of personal narrative*. January 2, 2011. Conference presentation. International Conference on English Education. Hyderabad, India.

DeVoogd, Glenn

McLaughlin, M. & DeVoogd, G. (2010, November). *Critical literacy research*. In D. Lapp research in the teaching of the English language arts presentation. Roundtable discussion at National Council for Teachers of English Annual Conference, Orlando, FL

DeVoogd, G. L. (2010). *Deeper comprehension through critical literacy*. Professional Development Institute. California Reading Association, Riverside, CA.

Garan, Elaine

Garan, Elaine (2010, November) Master Teacher Multiple Subject Conference.

Hart, Steve

Hart, S. (2011, April). Critical openings and possibilities: Navigating challenges for change. *Critical service learning for social justice in PK-12 and teacher education classrooms*. Symposium conducted at the Annual American Educational Research Association Conference, New Orleans, LA.

Huerta, Teresa

Huerta, T. M. and Aguilar, (2011, April 10). *Cuentos Familiares/Family Stories: A family literacy project*. Tulare/Kings County Reading Council. Tulare, CA.

Huerta, T. M, Juan Carlos Gonzalez, Carline Turner, Jason Immekus. (2011, April 10). *Chicana & Chicano Faculty in Higher Ed*. National Association for Chicana & Chicano Studies (NACCS). Pasadena, CA.

Lane-Garon, Pamela

Lane-Garon, P. (2011) *What do teachers need to know about conflict resolution?* Development Yearly Character and Civic Education Conference, Fresno, CA.

Lane-Garon, P. (2011) CRETE Curriculum National Grant Presenter Fresno and San Francisco 4X in academic year.

Lane-Garon, P. (2011) Rotary Fresno *Public-School-University Partners in Conflict Resolution*.

Lane-Garon, P. (2011) STAR Conference CSU, Fresno *Secrets of Successful Conflict Resolution* for EAP.

Lane-Garon, P. (2010) *Community revitalization: One mediator at a time*. Coalition of Urban and Metropolitan Universities (CUMU) National Conference 10/14-16, Fresno.

Lane-Garon, P. (2010) Youth Day! *Conflict resolution practices for young people*. National Association for Conflict Resolution, Chicago, Ill.

Macy, Susan

Macy, S. (2011, May) *We are teachers!* Keynote address presented at Clovis Unified School District BTSA Colloquium, Clovis, California.

Macy, S. (2011, April). *Solving Ethical Dilemmas*. Speech presented at Character and Civic Education Conference, California State University, Fresno, California.

McKay, Joanne

McKay, J. (2011). *Integrating writing with scripted programs*. Lincoln Elementary, Kingsburg, CA. (workshop with third grade teachers)

McKay, J. (2011). *Writing as a process*. California State University, Fresno. (workshop).

McKay, J. (2011). *Multigenre reporting: Thematic teaching and writing across the curriculum*. California State University, Fresno. (workshop)

McKay, J.; Yates, M. & Leyba, K. (2010). *Effective vocabulary instruction: A teacher inquiry communities presentation*. National Writing Project Annual Meeting, Orlando, FL. (peer reviewed)

Shelton, Marilyn

Gold, W., Litsky, G., Wallack-Eisen, K., Daniels, J., Shelton, M., (2011) *When do I say I can't serve your child?* Supporting children, families and staff through the decision-making process. CAEYC March 25-26, 2011, Sacramento.

Vang, Tony

Vang, A., (2011). *Grand Opening Program*. McLane High School Branch. Union Bank Keynote Speaker (Invited).

Vang, A., (2010). *Yuba Sutter Hmong New Year*. Hmong American Association, Inc. Keynote Speaker (Invited).

Vang, A., (2010). *English immersion academy*. Fresno County Office Of Education. Workshop Presenter (Invited).

Vang, A., (2010). *The Xiong Family Graduation Party*. Keynoter Speaker.

Vang, A., (2010). *McLane High School Graduation Commencement*. Keynote Speaker.

1. Awards and Honors Received

Department of Counseling, Special Education, and Rehabilitation

Name of Award	Organization Giving Award	Date Received mm/dd/yy
<i>Arokiasamy, Charles</i>		
Outstanding Organization/Club Advisor of the Year	Associated Students Inc.	4/28/11
<i>Kupferman, Scott</i>		
President's Award of Recognition	National Council on Rehabilitation Education	04/08/11
United States Delegate Award	National Council on Disabilities	07/23/11
<i>Lucey, Christopher</i>		
Jan and Bud Richter Award for Teaching Excellence	KSOEHD	05/20/11
<i>Torgerson, Colleen</i>		
Provost's Program Assessment Award	Provost Covino	5/2010
<i>Valencia, Albert</i>		
Outstanding Advisor Nominee	Provost & VP for Student Services	5/03/11

Department of Curriculum and Instruction

Name of Award	Organization Giving Award	Date Received mm/dd/yy
<i>Nyberg, Lisa</i>		
National Science Teachers	Association: Elected as Board Member: Division Director: Pre-service Teacher Education	National Election: Spring 2011

Department of Educational Research and Administration

Name of Award	Organization Giving Award	Date Received mm/dd/yy
<i>González, Juan Carlos</i>		
Dandoy Research Award for Spring 2011 (Fresno, CA)	Kremen School of Education and Human Development	Fall, 2010
Provost Research Award for Fall 2010 (Fresno, CA)	Provost's Office	Spring, 2011
Research Award	Central California, Children's Leadership Institute (Fresno, CA)	Fall, 2010
Research Award	Central California, Children's Leadership Institute (Fresno, CA)	Spring, 2011
<i>Hauser, Linda</i>		
Recognized-Program Assessment Accreditation Document	California Commission on Teacher Credentialing	03/09/2011

<i>Immekus, Jason</i>		
Escholars	CSU Fresno	5/5/11
<i>Oliver, Diane</i>		
Outstanding Faculty Publication	Henry Madden Library	03/04/11
<i>Tracz, Susan</i>		
Provost's Award for Graduate Teaching and Mentoring	CSUF, Provost	5/12/11
<i>Wise, Donald</i>		
Professor of Education of the Year	ACSA Region IX	02/28/11

Department of Literacy and Early Education

Name of Award	Organization Giving Award	Date Received <i>mm/dd/yy</i>
<i>Alamillo, Laura</i>		
Educator of the Year	Association of Mexican American Educators	5/13/11
<i>Garan, Elaine</i>		
Research grant	Provost Research Grant	8/25/10
<i>Huerta, Teresa</i>		
Honor Publication	CSU, Fresno Honor Publication	3/4/11
<i>Lane-Garon, Pamela</i>		
Invitee President's Service Recognition	CSU, Fresno	5/5/11
<i>Shelton, Marilyn</i>		
Professor Emerita	LEE Dept, CSUF President	4/18/11

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. 2010- 2011)	Amount Funded 2010-2011
<i>Arokiasamy, Charles</i>					
Job Development – Long Term Training Grant	Carol Rankin	Dept of Education	500,000	2008-2013	100,000
Job Retention	Dottie Barnes	CalWORKS	251,421	7/1/ 10-6/30/11	251,421
Transition Program for Students with Intellectual Disabilities (TPSID)		Office of Post Secondary Education	2,500,000	2010-2015	500,000
Rehabilitation Counseling- Long Term Training Grant	Maria Romero-Ramirez	Rehabilitation Services Admin	750,000	2010-2015	150,000
Rehabilitation Counseling –Long Term Training Grant	Carol Rankin	Dept of Education	750,000	2008-2013	150,000
Vocational Assessment (RCEC)	John Lloyd	CalWORKS	\$423,525	7/1/ 10-6/30/11	\$423,525
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	2009-2014	100,000
Workability IV	Erica Ananian	CA Dept of Rehab	\$168,607	7/1/ 10-6/30/11	\$168,607
<i>Lam, Sarah</i>					
Universal Design for Learning		TILT	500.00	2010-2011	500.00
<i>Lee, Song</i>					
Needs Assessment of Hmong Elders		Dandoy Fund	1 course release	2010	1 course release
<i>Rankin, Carol</i>					
Rehab. Counseling Training. Grant	Charles Arokiasamy	Dept of Ed	750,000	2009-2014	150,000
Rehab. Counseling Training. Grant	Charles Arokiasamy	Dept of Ed	750,000	2008-2013	150,000
Voc. Eval. Trng. Grant	Chas.Arokiasamy	Dept of Ed	500,000	2008-2013	100,000

Torgerson, Colleen					
Linked Learning		Irvine Foundation	\$90,000	2009-2012	\$30,000
Valencia, Albert					
		AT&T	\$25,000	2011	\$10,000

Department of Curriculum and Instruction

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2011)	Amount Funded 2010-2011
Behrend, Jeanie					
Mathematics Instruction: Developing Understanding or Teaching to the Test		Dandoy Research Award	3 WTU release time	Spring 2011	3 WTU release time
Bohlin, Carol Fry					
California Online Mathematics Education Times 2011-2012		U.S. Dept. of Education (NCLB 8)	\$37,800	2011-2012	
San Joaquin Valley Mathematics Project 2011-2012-- State Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 8)	\$42,479	2011-2012	
San Joaquin Valley Mathematics Project-- 2011-2012--Federal Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	State of California	\$24,021	2011-2012	
California Online Mathematics Education Times 2010-2011		U.S. Dept. of Education (NCLB 7)	\$35,000	2010-2011	\$35,000
CSU-Fresno Mathematics and Science Teacher Initiative		CSU Chancellor's Office	\$116,000	2010-2011	\$116,000
CSU-Fresno Mathematics and Science Teacher Initiative Augmentation		CSU Chancellor's Office	\$16,000	2010	\$16,000
San Joaquin Valley Mathematics Project-- State Monies	Karen Arth, Agnes Tuska, Rajee		\$40,000	2010-2011	\$40,000

	Amarasinghe				
Fresno State Teaching Fellows Program (FRETEF)	David Andrews, Lance Burger, Rick Zechman	National Science Foundation	\$1,500,000 (awarded as invoiced)	2009-2015	
San Joaquin Valley Mathematics Project--NCLB (Federal) Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 7)	\$50,000	2010-2011	\$50,000
SJVMP Supporting Teachers to Increase Retention (STIR)	Lisa Portela, Agnes Tuska, Rajee Amarasinghe	California Postsecondary Education Commission via UCLA	(\$396,030 awarded in 2006)	2006-2011	
CMP-STIR	Susie Hakansson (Director)	State of California	(\$5,243,182 awarded in 2006)	2006-2011	
<i>Firpo, Richard</i>					
Alternative Certification Project	Rich Firpo/Larry Powell	Calif. State Dept. Of Educ.	\$274, 255	2008-2013	\$274,255
<i>Mata, Susana</i>					
Grant to the Avila Beach Foundation; Making Connections: Discovery, Revitalization and Renewal	Mona Lisa Tucker	Avila Beach Community Foundation	\$10,000	2010 - 2011	0
2011 Central Coast Wine Classic Grant Request	Mona Lisa Tucker	Central Coast Wine Classic Foundation	\$10,000	2011 - 2012	\$10,000
Center to Close the Achievement Gap	Beare, Boris, Huerta, Torgerson	CBEE	6 unit buyout per faculty per year	2010-2012	6 unit buyout per year
<i>Ullrich, Walter</i>					
Center to Close the Achievement Gap	Beare, Boris, Huerta, Torgerson	CBEE	6 unit buyout per faculty per year	2010-2012	6 unit buyout per year

<i>Wenrick, Melanie</i>					
Mathematics Understanding, Learning, and Teaching Project	<i>Naomi Kent, Lisa Portela, Rajee Amarasinghe</i>	<i>California Postsecondary Education Commission (CPEC)</i>	\$968,370	2007-2011	\$147,815

Department of Educational Research and Administration

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2011)	Amount Funded 2010-2011
<i>Gonzalez, Juan Carlos</i>					
Research, Scholarship, and Creative Activity Award for Summer 2011 (Fresno, CA)		Provost and Research Awards Review Committee	5,000	Summer 2011	
<i>Immekus, Jason</i>					
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
Fresno County Office of Education: Evaluation of the Positive Behavior Interventions & Supports Program in Fresno County		FCOE	\$19,000	2011-2012	\$19,000
<i>Tracz, Susan</i>					
Geoscience Mentoring, Education, Training, Research, Outreach (METRO) Center Grant (Evaluation Contract)	Author: Alam Hassom	NSF		2009-2013	
Longitudinal Examination of the Central Valley Partnership for Exemplary Teachers	Author: Susan Tracz	CSUF Provost Research Award	\$5,000	2011-2012	2011-2012

Department of Literacy and Early Education

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2011)	Amount Funded 2010-2011
<i>Bathina, Jyothi</i>					
Research Grant	Provost Award	CSU-Fresno	\$5000	Spring 2011	\$5000
<i>DeVoogd, Glenn</i>					
Chavez Conference		ASI	\$5000	2010-2011	\$5000
<i>Hart, Steve</i>					
Civic Minor in Urban Education	Dr. James Mulooly	AASCU	\$50,000	2011-2013	\$13,000
<i>Lane-Garon, Pamela</i>					
Mediator Mentors: School Safety and Youth Development		California Endowment	\$50,000	Feb. 2010-Feb. 2011	\$48,000
Mediator Mentors Stipend		Bonner Family Foundation	\$5,000	9/2010	
<i>McKay, Joanne</i>					
National Writing Project Continued Funding Application	Kathee Godfrey	NWP	\$35,000	2011-2012	\$35,000
California Subject Matters Programs Continued Funding Application	Kathee Godfrey	UCOP	\$25,000	2011-2014	\$25,000
NCLB #8 Continued Funding	Kathee Godfrey	California Writing Project	\$42,468	2011-2014	\$42,468
Technology Mini-grant	Tony Mowrer	NWP	\$5,000	2010-2011	\$5,000
Inquiry into Vocabulary Mini-grant	Molly Yates	Carnegie Foundation	\$4,000	2010-2011	\$4,000

3. Volunteer Service Activities

Department of Counseling, Special Education, and Rehabilitation

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Arokiasamy, Charles</i>				
Catholic Student Organization (CSO)	Advisor	15/yr		35
Center for Disability Innovation	Director	40 /yr	24	92
CORE Site Visitor	Team Leader	30/yr	1	

Center for Disability Innovation, Foundation	Board Member	30/yr		
Faculty Assembly	Member	12/yr	60	
Grant and Research	Member	2/yr		
Job Retention Center	Coordinator	60 hr/yr	3	
Newman Center - RCIA	Facilitator	90/yr		2
Newman Center	Lector	25/yr		
Personnel Committee	Member	20/ yr	4	
Rehab Alumni Chapter	Advisor	15/yr		
Rehab Fundraising Task Force (RFTF)	Advisor	60/yr		1
Rehab Recruitment Committee (RRC)	Advisor	65/yr		1
Rehab Student Organization	Advisor	100/yr		96
Rehab Counseling & Evaluation Center	Coordinator	60/yr	7	3
Ticket to Work	Coordinator	50/yr		
Western Region Disability Conference	Advisor	50/yr	8	65
Workability IV Program	Coordinator	60/yr	3	
<i>Garcia, Juan</i>				
Integral Community Solutions Institute (Affiliated with FFCC)	Founding Member	120	2	5
<i>Kupferman, Scott</i>				
Accessible Technology Initiative – California State University, Fresno	Steering Committee Member, Co-Chair ATI IM	70	25	100
Jack London Award for Educational Innovation	Judge	10	4	50
Project Enhance – University of Texas	Assistive Technology Consultant	26	4	
State of California – Commissioner’s Assistive Technology Advisory and Policy Council	Council Member	50	25	
<i>Lam, Sarah</i>				
Christian Witness Theological Seminary, San Jose, CA	Workshop Presenter	40	0	0
<i>Lee, Song</i>				
Academic Senate	Senator	40hr/yr		
Chi Sigma Phi	Advisor	2hr/yr	2	20+
Development Committee	Chair	5hr/yr	5	0
Hmong Culture Preservation Group	Board member	15hr/yr	3	0
Hmong Culture Center	Consultant	4hr/yr	>10	0
Hmong Student Association	Advisor	5+/yr	3	20+

Scholarship Committee	Member, Rep for Faculty Assembly	5/yr	5+	0
Southeast Asian Teachers Association	Advisor	5+/yr	2	10+
Stone Soup Fresno	Consultant	Ongoing, as needed basis, 5-20hrs per year		
Women's Resource Center, CSUF	Advisory board member	4hr/yr	Around 10	1
<i>Lucey, Christopher</i>				
CACREP	Liaison, Accreditation	100	0	0
California Association of Marriage and Family Therapy	Board of Directors, Education Foundation Committee	20	0	0
Chi Sigma Iota Honor Society International	Faculty Advisor	200	1	30
Fresno Family Counseling Center	Director	1000	10	20
State of California Board of Behavioral Sciences	University Liaison	50	0	0
Boy Scouts of America	Volunteer	100	0	15
<i>Nusbaum, Emily</i>				
California state chapter, TASH	Elected board member			
Community Connections	Selected board member			
Wayfinders	Advisory board member			
<i>Pitt, Jenelle</i>				
City of Fresno Disability Advisory Commission	Commission Member	20	6-8	0
<i>Rankin, Carol</i>				
Resources for Independence-Central Valley	Secretary	40		
<i>Sham Choy, Claire</i>				
Encourage Tomorrow	Member			

<i>Tatsumura, Janell</i>				
KSOEHD Bricks Committee	Committee Member	45	10	0
Southeast Asian Teachers Club	Co-Advisor	12	2	20
California State Employees Charitable Campaign	School Liaison	5	20	0
<i>Weir, Kyle</i>				
LDS Church	Bishop	1,050	1	
Boy Scouts of America	C.O.R.	400	1	
Yosemite Little League	Coach	150	1	
Fresno Family Counseling Center Supervision	Supervisor	100	1	30
<i>Valencia, Albert</i>				
Nu Alpha Kappa Fraternity	Faculty Advisor	30hr/yr	2	20
American Psychological Association (APA) 2010-2011	Immigration Task Force	30hr/yr	2	100
American Psychological Association (APA) 2010	Council Member	100/yr	2	100
American Psychological Association (APA) 2011 – Division 48	Liaison to Div 48	10/yr	1	20
Central Valley Higher Education Consortium	Advisor	30/yr	1	20

Department of Curriculum and Instruction

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Benavides, Otto</i>				
ACEL Charter School	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>Benninga, Jacques</i>				
Jewish Federation of Central California	Board member	30		
KVPR—Valley Public Radio	Coordinator and Author of “ <i>The Moral Is</i> ”	40	With faculty: Ida Jones, Madhu Katti, Deb Helsel, Andrew Fiala	

<i>Biacindo, Kathryn</i>				
Cave Research Foundation, National Park Service	Corps member	300	22	5
Natural Investigations	Bio-surveyor	120	1	2
American Indian Woman's Association	Member	90		
San Joaquin Valley Grotto	Treasurer and trip leader	400	8	5
Western Cave Conservancy	Volunteer	35	45	8
Save the Foothills	Board member	85	12	0
<i>Bohlin, Carol Fry</i>				
Association of Mathematics Teacher Educators (AMTE)	Member, Affiliate Connections Committee (2010-2013)	20		
California Association of Mathematics Teacher Educators (CAMTE) (a) Web site designer and writer: http://camte.org ; (b) AMTE 2011 Conference Pre-session coordinator; (c) Member, Advisory Board; (d) maintainer of listserv and membership brochure, (e) Membership Committee; (f) Chair, Communications Committee; (g) Member, Advocacy Committee	Member and responsibilities	200		
MATHCOUNTS Regional Competition	Spoke at the February 2011 regional competition	5		
New Spirit Charter Academy, Fresno, CA	Advisor to the Founder and Board	40		
University High School (UHS)	Member of the Phoenix Alliance	300		
<i>Bohlin, Roy</i>				
University High School	Consultant Videographer	5	1	1
Trinity Lutheran Church	Usher & Reader Videographer	24	1	
<i>Chiero, Robin</i>				
Madera Compact	Member			

<i>Firpo, Richard</i>				
Brick's Committee	Member	3 Hr. Per Mo.	4 Faculty 1 Staff	N/A
KSOEHD Alumni Board	Member	2 Hrs. Per Month	8 Faculty 2 Staff	N/A
KSOEHD Scholarship Committee	Member	10 – 12 Hrs. Per Year	2 Faculty	N/A
Special Education Advisory Meeting	Member	4 Hrs. Per Year	5 Faculty	N/A
<i>Lomeli, Jose</i>				
Roosevelt High School Performing Arts Boosters	Participated	12		100
Kern County Office of Education, Parent Training	Advised parents about U.S. Education System	4		50
Univision Television Network Holiday Food drives	Participated	9		200
<i>Mata, Susana</i>				
Yak TityuTityu of San Luis Obispo County	Writer and Board Member	80 hrs	1	
Northern Chumash Cultural Preservation Kinship Non-Profit Application.	Writer, Editor, Board Member	40 hours	1	
<i>Moosoolian, Jane</i>				
Build-A-Teacher Club	Faculty Advisor	50 hours/yr.	1 staff advisor	30 - 40
Kappa Kappa Gamma	Faculty Advisor	5 hours/yr.		50 - 60
<i>Nyberg, Lisa</i>				
National Science Teachers Association	Committee Member	40		
<i>Pham, Kien</i>				
Boys and Men of Color Task Force	Member			
International Education Committee	Member			
Kappa Delta Pi International Education Honor Society	Faculty Treasurer			
<i>Schlievert, Susan</i>				
Bonner Center for Character Education	Board Member	4		
Centennial Committee	Member	12		
Center for Creativity and the Arts	Coordinator K-12 ed.	60		

Character and Civic Education Annual Conference	Planning Committee	22		
CSUF Academic Senate	Elected Member	30		
Development Committee	Faculty Assembly elected member	5		
Doctoral Club	Steering Committee	6		
Fresno State Kremen School Alumni Board	President	30		
Kremen Alumni Scholarship Committee	Member	3		
Liberal Studies Review Committee	Member	40		
Noted Alumni Committee	Member	20		
Oktoberfest at University House	Chairperson	30		
Waiver of pre-admission field experience (EHD 50)	Coordinator	40		
Young Artists' Gallery	Curator	4		
<i>Quisenberry, Janine</i>				
Beginning Support and Assessment Advisory Board – Kerman, Kingsburg, Riverdale, Selma Consortium	Board Member	6 hours		
Beginning Support and Assessment Advisory Board – Fresno County	Board Member	6 hours		
Beginning Support and Assessment Advisory Board- Fresno Unified	Board Member	6 hours		
Beginning Support and Assessment Advisory Board- Clovis Unified	Board Member	2 hours		
Beginning Support and Assessment Advisory Board – Madera Unified	Board Member	6 hours		
Beginning Support and Assessment Advisory Board- Tulare County	Board Member	2 hours		
Beginning Support and Assessment Advisory Board- Central Valley Regional Network Committee	Participant	6 hours		
KSOEHD Alumni Meeting	Board Member	20 hours		
<i>Wenrick, Melanie</i>				
CAMTE – California Association of Mathematics Teacher Educators	Treasurer	20 hrs		
Central Valley Multiples Club	Board member	60 hrs		
Education Employees Credit Union Grant Selection Committee Member (5 th year)	Reviewed applications	10 hrs		
Ann Leavenworth Elementary School – Dual Immersion Kindergarten Class	Assisted with math centers	15 hrs		
Teaching Children Mathematics Journal	Reviewer	5hrs		

Department of Educational Research and Administration

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Brown-Welty, Sharon</i>				
Evaluation and Program Planning Journal, Spring 2011	Reviewer			
UCEA (2010)	Reviewer for Publications			
AERA (2010 - 2011)	Reviewer for presentation proposals			
CSU	Representative the Carnegie Project on the Education Doctorate (CPED)			
CSU Doctoral Directors	Co-convenor			
CSU Doctorate in Education Advisory Committee	Committee member			
Ed. D. Proposal Review (CSU)	Proposed Doctoral Program Reviewer			
Delta Kappa Gamma (Eta Tau)	Chapter Vice President			
Court Appointed Special Advocates	Board Member			
<i>Gonzalez, Juan Carlos</i>				
For the Association for the Study of Higher Education's 2010 conference's membership committee	Member	6		
For Researchers and Critical Educators (RACE) Organization	Vice President	10		
Renee Sweden doctoral dissertation committee, University of Missouri – Kansas City	Committee Member	25		
Journal of Diversity in Higher Education	Reviewer	15		
Proposals for AERA 2011	Reviewer	20		
Proposal for Ken Magdaleno's CALSA conference	Reviewer	2		
At the Tulare County Hispanic Roundtable (Visalia, CA) for the Tulare County Hispanic Leadership Network	Keynote Speaker	4		
For Personnel Diversity Task Force (CSUF)	Committee Member	10		
For Graduate Education to the New McNair Scholars (CSUF)	Panel Member	1		

César Chávez Round Table Discussion that included keynote speaker Dr. Eugene Garcia (CSUF)	Moderator	1		
Workshops for doctoral students and doctoral faculty (CSUF)	Conducted NVIVO 9 Training	20		
For the Faculty Assembly, KSOEHD (CSUF)	Executive Committee, VP	10		
For International Education Committee, KSOEHD (CSUF)	Co-Chair	10		
For two KSOEHD faculty that are working on publications (CSUF)	Writing Mentor	30		
Northern California Pre-Tenure Faculty Forum (University of the Pacific, Stockton, CA)	Attendee	6		
Leadership in Turbulent Times – Featuring President Marvalene Hughes and Senior Cabinet (Dillard University, New Orleans, LA)	Invited Guest	4		
César Chávez Conference – Featuring Drs. Eugene Garcia and Ernest Morrell (CSU, Fresno)	Attendee	4		
Roots Conference - Featuring Pedro Noguera (Visalia, CA)	Attendee	4		
California Association of Latino Superintendents and Administrators (Monterey, CA)	Invited Guest	8		
Teaching with Innovative Solutions in Technology to Engage and Reach Students Conference (CSUF, TILT/CSALT)	Attendee	8		
Grant Development Workshop (CSUF, The Office of Research and Sponsored Programs)	Accepted Faculty	16		
2 Diversity Workshop for KSOEHD Faculty (CSUF, KSOEHD)	Required attendee	10		
<i>Hauser, Linda</i>				
California Association of Professors of Education	Ad-Hoc Committee Chair: UCEA Liaison	10		
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	650 + attendees	

Central Unified School District	Consultation and Process Developer -- PBS Systems Development	15		
Division of Administrative Services, CSUF	Process Facilitator for Division Meeting	3	40	
<i>Immekus, Jason</i>				
J. E. Fehsenfeld Foundation	Board Member	150	-	-
National Council on Measurement in Education	Proposal reviewer	3	-	-
Dandoy Committee/ KSOEHD	Member	20	About 6	-
American Educational Research Association	Proposal reviewer	5	-	-
Literacy Research Association	Proposal reviewer	2	-	-
Center for Leadership, Evaluation, Assessment, & Research (CLEAR)	Advisory Board Member	4 hrs to date	-	-
Quality of Life Research	Journal reviewer	-	-	-
Learning & Individual Differences	Journal reviewer	-	-	-
TPA User's Advisory Group (FAST System) for CTC.	FAST Representative for Fresno State	50	2	
TPA Technical Panel	Psychometrician to review technical quality of TPAs in CA	To Be Determined	-	-
<i>Magdaleno, Ken</i>				
Center for Leadership, Equity, and Research	Executive Director	500		
Men and Boys of Color Task Force	Member	20		
<i>Oliver, Diane</i>				
Comparative and International Education Society (CIES): Higher Education Special Interest Group	Awards Committee Member	40 hours total		
California Association of Latino Superintendents & Administrators (CALSA)	Conference Proposal Reviewer	2 hours total		
Counsel for the Study of Community Colleges (CSCC)	Conference Proposal Reviewer	2 hours total		

<i>Tracz, Susan</i>				
Measurement and Evaluation in Counseling and Development	Journal Editorial Board Member/Reviewer	60		
Multiple Linear Regression Viewpoints	Journal Editorial Board Member/Reviewer	60		
Multiple Linear Regression/General Linear Model Special Interest Group of the American Educational Research Association	SIG Chair	40		
Multiple Linear Regression/General Linear Model SIG	Conference Paper Reviewer	20		
<i>Unruh, Ronald</i>				
Liberty Elementary School	Classroom Assistant	104		
<i>Wise, Donald</i>				
California Association of Professors of Education Administration (CAPEA)	State President	200+	140	10
Holy Family Church	Senior Warden	120	175 persons	0
Encourage Tomorrow/Fresno Unified	Mentor	50	0	1 fourth grade student
Hanford Elementary School District	Member, Alternative Governance Board	32	80 approx. at four school sites	Over 900 students in the four schools
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	5	9
Bonner Center for Character Education	Advisory Board Member	20	8	5

Department of Literacy and Early Education

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
<i>Basurto, Imelda</i>				
Arne 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>Bathina, Jyothi</i>				
Literacy Project: Balashram, India	Mentor	200	3	100
<i>DeVoogd, Glenn</i>				
Books Alive Reenactment of Children's books with Preschoolers	Organizer	20	0	15
California Reading Association	Board member	50	25	0
California Reading Association	Area 5 Director	60	0	0
California Professors of Reading and Language Arts	President	30	0	0
Chavez Conference	Organizer	200	20	300
Dual Language Conference	Co-chair	100	5	45
<i>Garan, Elaine</i>				
UBORT	Member	100	6	N/A
<i>Hart, Steven</i>				
International Association for Research on Service-Learning and Community Engagement	Reviewed conference proposals	20	0	0
International Association for Research on Service-Learning and Community Engagement	Graduate Student Mentor	10	0	0
National Education Association Foundation	Reviewed Learning & Leadership grants	10	0	0
National Education Association Foundation	Reviewed Student Achievement grants	10	0	0
National Reading Conference	Reviewed proposals for Teacher Education Area	10	0	0
National Reading Conference	Reviewed proposals for Literacy Education Contexts Area	10	0	0
<i>Huerta, Teresa</i>				
KSOEHD International Committee	Committee member	20 hrs		
The Center for Closing the Achievement Gap, (CCAG) CSU Office of the Chancellor and CSU deans and faculty partners	Committee member	60 hrs.		
2011 Cesar Chavez Conference	Committee member	10 hrs.	20	300

The Children's Network Service (CSN)	Board Member	10 hrs.		
The Diversity Task Force (university wide-committee)	Committee Member	20 hrs		
A. L. Conner Elementary School in Kings Canyon Unified School District	Committee Member	10 hrs		
California Association of Bilingual Educators (CABE)	Member	6 hrs		
TPA Scoring (Fall 10 & Sp.11)	Scorer	8 hrs	0	0
<i>Lane-Garon, Pamela</i>				
Kremen School of Ed and Human Development	Developer and Facilitator	10	5	200
National Association for Conflict Resolution	National Ed Section Present-Elect	300+	50	800
Central Valley Association for Conflict Resolution	Board Member	200+	10	50
<i>Macy, Susan</i>				
Clovis Unified School District	BTSA Advisory Board Member	6	15	200
<i>Vang, Anthony</i>				
Fresno Unified School District	Committee Member	20	1	
Fresno Unified School District	Committee Member	20	1	
Kremen School of Education and Human Development ELD/EL Committee	Committee Member	20	3	
Kremen School of Education and Human Development Bilingual Reauthorization Committee	Committee Member	20	3	

4. Other Activities and Accomplishments

Department of Counseling, Special Education, and Rehabilitation

Garcia, Juan

- Diversity Committee, Chair, Karen Carey
- Personnel Committee, Kremen School of Education, 2010-2011
- Community Research and Consultation, UC Davis Medical School Reducing Disparities Project, The Latino Mental Health Strategies Concilio Project
- Training and Consultation, California Institute of Mental Health, Sacramento, California Brief Multicultural Competency Scale Training Project
- Merced County Department of Mental Health, Consultation and Supervision
- Spirit of Woman of California, Fresno, CA, Program Development and Supervision

Kupferman, Scott

- California State University, Fresno – Faculty Learning Community on Universal Design for Learning

Lam, Sarah

- Completed the 2010 CCTC Program Assessment: PPS-School Counseling Credential for KSOEHD.
- Journal Reviewer: Invitation by the British Journal of Guidance and Counseling to serve as their reviewer and completed the first review of a submitted article in August, 2010

Lee, Song

- Research mentor for 1 project and 1 thesis.
- Development of Advanced Theories Course for Counseling Program.

Lucey, Christopher

- University Research Committee
- Central California Children’s Institute Advisory Board
- University Program Assessment Coordinator
- KSOEHD Budget Committee
- Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP) Re-Accreditation Self-Study: Co-Authored Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP) Re-Accreditation Self-Study for the MS in Counseling Option in Marriage and Family Therapy

Nusbaum, Emily

- Faculty advisor, Advocates for Students with Disabilities, California State University, Fresno.
- Currently serve as faculty advisor to a student-run organization at CSU Fresno.
- Designed a survey with the ASD President to understand the experiences of students at CSU Fresno who identify as disabled.
- Advised two masters’ students from Rehabilitation Counseling in data analysis, thesis writing, and conference presentation of the work.

Pitt, Jenell

Service:

University

- Commission on Human Relations and Equity, Member (California State University, Fresno, Appointed September 2009)
- Researchers and Critical Educators, President (California State University, Fresno, 2010-2011)
- Untenured Faculty Organization, Elections Committee, Chair (California State University, Fresno, 2010-2011)

KSOEHD

- Research Committee, Representative (California State University, Fresno, 2010-2011)

CSER

- Budget Committee, Representative (California State University, Fresno, 2010-2011)

Rehabilitation Counseling Program

- Participation on Student Outcomes Assessment Plan (SOAP) subgroups (e.g., counseling, research, ethics, writing, multicultural, and case management)
- Collegiality:
Oliver, D., Nusbaum, E., & **Pitt, J. S.** (submitted April 2011). Applying an ethical decision-making model across the curriculum in higher education administration, special Education, and rehabilitation counseling pedagogy. Proposal submitted for presentation at the Emerging Scholars Conference, Chapman University, Orange, CA.

Powell, Dana

- New Preliminary Education Specialist Program:
Prepared Transition Plan outlining course sequence goals, etc. submitted to CCTC. Organized preparation for new credential, developed syllabi, prepared new course proposals and advising schedules, met with departments involved for approval, walked proposed program through required committees, revised syllabi as requested, met with scheduling to get new coursework in the catalog and posted on Kremen website. Dr. Nusbaum was involved in the process developing course syllabi and assessments for the moderate/severe program. New program was approved by CSUF and CCTC
- Added Authorization in Special Education: Autism Spectrum Disorders:
Met with Susan Kalpakoff from FUSD to develop syllabi for three new courses, met with departments involved for approval, walked proposed program through university committees, revised syllabi as requested, met with scheduling to get new coursework in the catalog and posted on Kremen website. Prepared Transition Plan outlining course sequence, goals, etc., submitted to CCTC. Authorization was approved by CSUF and CCTC
- SPED Search Committee Chair:
Worked with search committee members from LEE to develop vacancy announcement and recruitment plan. Reviewed applicant materials, scheduled and conducted phone interviews, arranged on-site campus visits, and prepared nomination documents. New faculty was hired and will begin Fall 11.
- New Initiatives:
Development of Undergraduate Major: Interdisciplinary Studies in Rehabilitation and Special Populations (with Charles, Emily, and Colleen)
- Other Committee Work:
KSOEHD Personnel Committee
KSOEHD Basic Credential Committee
KSOEHD Graduate Committee
Dean's Executive Committee
Dean's Coordinating Council
NCATE Coordinators Committee

Rankin, Carol

- KSOEHD: Technology Committee member
- Coordinator of Rehabilitation Counseling Program
- KSOEHD: Faculty Assembly: Sec.
- Alcohol Safety Council: CSUF: member

Romero-Ramirez, Maria

- KSOEHD Equity Committee
- KSOEHD Faculty Assembly Committee (Treasurer)

Sham-Choy, Claire

- Professional Development Subcommittee – Member - Contributed to the revision of APM 357 regarding the former Center for the Enhancement of Teaching and Learning (CETL), so that it is consistent with the new CSALT structure.
- Attended Blackboard workshop – Elluminate Live
- Attended INTERESC workshop on Video-Conferencing
- Attended INTERESC workshop on I-PAD

Shen, Hong

- External Reviewer: Quarterly (Journal of United Nations of Educational, Scientific, and Technology).

Smith, H. Dan

- Chair, Graduate Writing Requirement Committee for Counselor Education Program.
- Member, Ethics Committee (2011-2012). California Association of Marriage and Family Therapists.

Tatsumura, Janell

- Completed second year of 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.

Torgerson, Colleen

- Director of Mentoring Institute for Fresno State
- Director of First Year Experience at Fresno State
- Programs for Children (Vice Chair)
- Graduation/Retention Initiative Steering Committee
- Provost’s Budget Task Force
- Student Success Task Force
- Kremen School Committees:
 - Executive
 - Coordinating Council
 - SPED Program Committee
 - Undergraduate Major Design Committee
 - Single Subject Redesign Committee
 - Centennial Planning Committee
- Red Balloon – Curriculum Redesign
- CALSA Planning Committee
- Renaissance Journal Launch Committee

- Bricks' Committee for Teacher Honor Wall
- EAP Steering Committee for Fresno State

Weir, Kyle

- Coordinator – Counselor Education
- Interim Director – FFCC Summer 2011
- Director, Whole Family Theraplay Project
- Chair, KSOEHD Scholarship Committee
- Member, KSOEHD Development Committee
- Chair, CSER Personnel Committee
- Member, CSER Dept. Research Committee
- Member, University Nominating and Elections Committee

Valencia, Albert

- Chair – CSER
- Coordinator, PPS Credential Program
- KSOEHD Coordinating Committee
- KSOEHD Budget Committee
- Member, Academic Senate Library Sub Committee
- Member, COUN Hiring Committee
- Member, KSOEHD Convocation Committee
- Member, NCATE Coordinators Committee
- Faculty Advisor for sixteen (16) COUN 298 Research Projects
- Keynote Speaker, Fresno City College, Latino Commencement

Department of Curriculum and Instruction

Benavides, Otto

- Chair, AIT Academic Information Technology Committee
- Senator, ASCSU – California State University Academic Senate
- Committee Member, ATAC Academic Technology Advisory Committee
- Senator, Fresno Academic Senate
- Member, IETCC
- Member, Kremen School of Education Technology Committee
- Member, Kremen School of Education Budget Committee
- Member, Standards for Information Technology

Benninga, Jacques

- Chair, Bonner Center for Character Education Advisory Board
- Coordinator, Virtues and Character Recognition Award
- Chair, Department of Curriculum and Instruction
- Member, CSUF Ethics Center Advisory Board

Biacindo, Kathryn

- Participant, Diversity Video Conference
- Participant, TaskStream Webinar

- Participant, Co-Teaching Conference
- Participant, UDL Seminars (Sept-May)
- Participant, Western Regional Conference
- Trainee, Crystal Cave Trustees

Bohlin, Roy

- *Associate Editor*, Higher Education Teaching and Learning

Daughtry, Jody

- Served as a member of the Board of Reviewers for the Commission on Teacher Credentialing
- At the university level, served on the Undergraduate Program Review Subcommittee (a subcommittee of AP and P)
- At the school level, served on the Admission and Standards Committee
- Chaired the KSOEHD Single Subject Faculty and Academic Advisors Committee
- Served as Coordinator of the Single Subject Credential Program
- Coordinated the writing of the Single Subject Credential Program Assessment Document

Cook, Sally

- Publish a monthly Parent publication.
- Coordinated Fresno and Central Cohorts.
- Planned and organized the Master Teacher Conference Fall 2010

Firpo, Richard

- California League of Schools State Board Member
- FCOE BTSA Advisory Board Member
- Sanger Induction Advisory Committee Member
- Teacher Internship Advisory Committee Chairperson

Lomeli, Jose

- Participated in approximately 7 Fresno 10 Mentoring Committee planning meetings for Mentoring Program.
- Currently leading the implementation of the Co-Teaching Model approach to student teaching.
- Involved in TPA scoring every semester.

Mata, Susana

- Conducted all multiple subject interviews for Fall 2011 for the KSOEHD.
- Completed my first year of full-time teaching.

Moosoolian, Jane

- Multiple Subject Review Committee – representative for field experiences
- Co-teaching Committee – representing Sanger Partnership, training
- Sanger Partnership Coordinator

Nyberg, Lisa

- Executive Committee
- Coordinating Council
- Basic Credential Chair
- Multiple Subject Program Review Committee
- Partnership Committee
- Centennial Committee: Exhibits
- Centennial Committee: Vintage Day Kids' Booth
- Technology Committee
- Presidents Commission on Teacher Education
- Co-Teaching Professional Development (two day workshop)
- Universal Design for Learning Professional Development (one day workshop)
- Technology Workshops (Google Docs, Advanced Google Apps, SMARTBoard, Keynote)
- Partnership Article Submitted for Review

Parks, Joe

- University Budget Committee

Ullrich, Walter

- Equity Committee
- Personnel Committee, CI

Department of Educational Research and Administration

Brown-Welty, Sharon

- Wrote proposal for new Doctoral Program in Educational Leadership for Bakersfield Campus
- Serve as Director, Doctoral Program in Educational Leadership
- Serve as CSU Director, Joint Doctoral Program in Educational Leadership
- Serve as Department Chair, Educational Research and Administration
- Serve as Director, Center for Research, Evaluation, Assessment and Dissemination

Buster, Walt

- Selected as Board Member for the California Endowment

Hauser, Linda

- Executive Instructional Leadership Program for Rural Central Valley School Districts (CVELI): Content/Process Developer and Facilitator for Cohorts 1 and 2
- Middle Leaders Project - - CVELI, Clovis Unified, Central Unified, Fresno Unified, Sanger Unified Collaborative: Cohort Facilitator and Collaborative Session Presenter

Immekus, Jason

- Independent studies:
Rocio Luna (2010-present)
Ruben Casteneda (2011-present)
Matilda Soria (Spring 2011 semester)

Magdaleno, Ken

- Coordinator, CALSA – Fresno State “Research-to-Practice” Conclave
- Director, CALSA Administrator Mentoring Program

Oliver, Diane

- Co-Chair of the KSOEHD International Education Committee
- Coordinator for the higher education specialization in the Educational Leadership and Administration Master’s Program
- Member of the KSOEHD Coordinating Counsel

Tanner, David

- Chair, the University Board on Promotions
- Member, the Graduate Group for the Doctoral Program in Ed. Leadership
- Member, the Membership Committee for the Doctoral Program in Ed. Leadership

Tracz, Susan

- KSOEHD Graduate Programs Coordinator
- JDPEL Coordinator of Research
- Member/Chair of 8 school and university committees
- Chaired 4 dissertation committees

Wise, Donald

- Special consultant to the Ministry of Education of Guatemala. Designed Master’s degree program and taught two courses to group selected from nationwide pool. Part of overall national education reform strategy.
- Member of ISSP (International Student Services Program) Advisory Committee, CSUF
- Co-chair of Equity Committee, KSOEHD (until May 2010)
- Member of International Committee, KSOEHD

Department of Literacy and Early Education

Abramson, Shareen

- On Sabbatical, Spring, 2011 –
- Conducted a systematic analysis and alignment of new IRA and RICA standards (2009) and TPEs with LEE 273 Fieldwork requirements for Phase One.
- Prepared a draft proposal to revise field-based competencies for LEE 173 to reflect these current standards and technical requirements.
- Designed a plan for reconfiguring Phase One Fieldwork to include both a morning and afternoon each week at the school site. This would allow credential candidates more time to observe and interact with students during morning Reading program each week.
- Wrote a comprehensive Field Guide for LEE 173 fieldwork to provide a week-by-week description of classroom activities in reading and writing with examples and teaching tips. This guide provides continuity between LEE 173 coursework and field expectations and is intended to assist credential candidates, university supervisors and classroom teachers.
- Created an ECE Organization on Blackboard to support ECE graduate students, make available information on the program, provide directions for all of our NCATE/SOAP

assessments, allow faculty to record assessment results and monitor student progress and maintain program data for our graduates.

Alamillo, Laura

- Research and Development Grant, Kremen School of Education, CSU Fresno
- Dandoy Research Grant
- Cesar Chavez Education Conference Committee
- Multiple Subject Program Committee, KSOEHD, Chair
- Research and Development Committee

Basurto, Imelda

- Arne Nixon Storytelling Festival, April 9, 2011

DeVoogd, Glenn

- WASC and university approval for the Masters of Arts in Reading
- Leadership Conference, April 30 for leaders of Area 5 in the California Reading Association.

Hart, Steve

- Doctoral Program in Educational Leadership, Affiliate Member
- Educational Equity Committee, Chair
- Graduate Curriculum Committee, Member
- Multiple Subject Program Review Committee, Member
- Reading Colloquium Committee, Member
- Service-Learning Subcommittee of the Academic Senate, Member
- Technology Committee, Member

Huerta, Teresa

- Served as Coordinator of the Bilingual/BCLAD Committee
- Served as Member of the Multiple Subjects Committee.

Macy, Susan

- Member of TPA Users Advisory Board to California Commission on Teacher Credentialing,
- FAST Co-Coordinator, KSOEHD
- Program Coordinator, Early Childhood Education graduate and credential programs

McKay, Joanne

- Director of the San Joaquin Valley Writing Project, compiled 6,589 educator contact hours

Shelton, Marilyn

- Active member of President's Commission on Human Relations and Equity
- Active member of the Liberal Studies Committee
- Advisory member for the CSUF Peace and Conflict Studies Program.

Vang, Anthony

- Attended the Co-Teaching Workshop on January 13-14, 2011, KSOEHD.