FRESNO STATE
Kremen School of Education and Human Development

Kremen 2012 Annual Report

Index

Kremen Annual Report 2012

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 2011-2012 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. The Kremen School developed a new Strategic Plan for 2011-2015 to align with the University's new strategic plan. The new Kremen plan will be included as the last section of this document.

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 2011-2012 Academic Year.   The fourth section includes the summary narrative of major accomplishments for the year. The fifth section reports on the assessment of our programs and graduates as directed. The report concludes with the proposed Kremen Goals for 2012-2013, in addition to those in our Strategic Plan.

Section 1: Accomplishment Areas

1. Degree and Credential Production 2011-2012

The Kremen School successfully educated, graduated, hooded and/or credentialed 1331 students this May. At the Kremen Convocation on May 18, 2011, 308 Kremen students received Masters degrees and 331 received bachelors. The next day at graduation, 17 doctoral candidates in the Ed Leadership program were hooded. The number of degrees and credentials awarded in 2011-2012 is:

Undergraduate Degree	**N**
Liberal Studies Degrees	**331**

Credential Programs-Kremen	N
Multiple Subject Credential	96
Multiple Subject Clear Credential	13
Single Subject Credential	102
Single Subject Clear Credential	6
Education Specialist Credential	35
Ed Specialist Level II	23
Administrative Services Credential	76
Administrative Services Level II	2
Early Childhood Education Specialist	2
Pupil Personnel Services (PPS) Counseling	33
CalStateTEACH	74
Internships	46
Added Authorizations	92
Total Kremen Credentials	**609**
Other Credentials Not in Kremen	
PPS Social Work	9
PPS School Psychology	3
PPS School Psychology Interns	8
School Nurse Services	23
Speech Language Pathology	21
Agricultural Specialist	2
Total Credentials	**675**

Graduate Program Degrees	N
Doctorate in Ed Leadership	17
Master of Arts in Teaching	25
MS Counseling & MFT	114
MS Rehabilitation	23
MA Special Education	15
MA Curriculum & Instruction	22
MA Reading	17
MA Early Childhood	11
MA Educational Administration	98
Total Graduate Degrees	**325**

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 656 degrees, credentialed 675 teachers, counselors, and administrators and produced **1331** (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 **15** cohort programs were located off campus, freeing up over 45 classroom spaces and providing instruction in a manner calculated to have the most impact. Two cohorts, evening and Early Childhood, were held on campus. 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 2011-2012

Program	Enrollment	Units
Multiple Subject Credential		
Sanger	22	34
Clovis	30	34
Early Childhood	25	34
Visalia	19	34
Evening (on-campus)	31	34
Educational Administration		
Fresno Unified	25	30
Clovis	20	30
Sanger	14	30
Central	17	30
Visalia	18	30
On-Campus	20 (graduated)	30
On-Campus	12 (in progress)	30
Chan. Fellows	22	30
Higher Ed	20	30
Reading Masters		
Visalia	18	34
Clovis	22	34
Master of Arts in Teaching		
On-line	19	30

Doctoral Program in Educational Leadership

Cohort 3	17 graduated, 5 enrolled
Cohort 4	20 enrolled
Cohort 5	16 enrolled
Cohort 6	24 accepted
Bakersfield 1	19 enrolled
Bakersfield 2	19 enrolled

3. STEM Teacher Production

Total math and science for AY 2009: 68
Total math and science for AY 2010: 80
Total math and science for AY 2011: 92

Math for AY 2009: 36
Math for AY 2010: 46
Math for AY 2011: 41
Math has risen from 13 in baseline year 2006 to 41 in 2011, a 215% increase.

Science for AY 2009: 32
Science for AY 2010: 34
Science for AY 2011: 51
Science has risen from 12 in AY 2006 to 51 in AY 2011, a 325% increase.

The Kremen School has supported a 3 WTU release time for Carol Bohlin to focus on Math and Science Teacher recruitment. Since that release time started we have grown from 25 math and science teachers to 92. 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 distributed.

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
Fansler Institute
Central Valley Writing Project
San Joaquin Valley Math Project
Central Valley Science Project
California Reading and Literacy Project
Bonner Center for Character Education
Mediator Mentors (66 schools)
Fresno Family Counseling
Central California Autism Center
The Renaissance Group National Office
Center for Research, Evaluation, Assessment and Dissemination
The Reading Lab at Fresno State
Center for Disability Innovation
Workability IV
NASA Science Education Center
Rehabilitation Counseling Evaluation Center
Native American Reading Clinic

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/Science Teacher Initiative
       NASA Pre-service Teacher Institute
       CalStateTEACH Fresno

5. Additional Expectations Set by Provost

a. **On-line Self Support Graduate Program**: Kremen developed an on-line self-support masters program in Reading, no entering its second year of operation. Though successful, this program harms stateside enrollment in the on-campus reading masters. While we are exceeding target it is not an issue however could become one in the future.

b. **Focus on high failure rate course:** Kremen has no high failure rate courses.

c. **Focus on diversifying the faculty**: A report from Academic Personnel shows that since 1992, 55 tenure track appointments have been made in the Kremen School. The percentage of diverse is shown at 47% non-white and 64% female. Of the other seven schools and colleges, none have a higher percentage of females hired and only engineering has a higher percentage, by 3%, of minority hires. In the last nine years, since the current dean was hired, Kremen has 28 hires, 14 from under represented groups and 20 female. Two of the four new faculty for 2012 are from a minority group, one African American and one Asian.

d. **Close the loop on assessment:** All Kremen programs have assessment plans as may be seen in Appendix A.

Section 2: Kremen 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.

In 2011-12 Kremen Faculty, led by a team of the last seven Chairs of the KSOEHD Faculty Assembly developed a revised Strategic Plan in accordance with the *Plan for Excellence IV*. In spring 2012 the Kremen Budget Committee distributed an RFP for projects by our faculty and staff to support the revised plan. The *Kremen Strategic Plan 2011-15* may be found at the end of this Annual Report.

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

   Involve students in presentations at conferences

   Over 35 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 at the Henry Madden Library and throughout our building. We have displays in both elevators and another display cases on the first floor.

   In fall, Kremen held a lunch at Smittcamp House, inviting all faculty who had published a peer-reviewed article in the last 5 years. Discussions on increasing publications and writing by faculty were held. Bricks were purchased and placed on Teacher Honor Wall to recognize the five faculty with the most peer reviewed publications and book chapters from 2005 – present. They were:

Sharon Brown-Welty	13
Colleen Torgerson	10
Jason Immekus	10
Jack Benninga	9
Hong Shen	8

   Through work with a donor, this year Kremen established the *Hans and Hazel Wall Endowment for Excellence in Bilingual Research.* Ms. Wall, an alumna of KSOEHD, left $35,000 to the school for unspecified use. We proposed to the executor that proceeds go to the Fresno State faculty member who each year authors the best manuscript concerning research to improve the education of bilingual students. The

executor and the family were delighted with this concept. In fall 2012 the bilingual faculty group will develop the guidelines. Annually the best submitted paper will be published electronically and the author will receive an approximately $1,000 honorarium. A brick will be placed on the Teacher Honor wall to recognize the accomplishment.

Develop teams of faculty to research areas of common interest

Three faculty teams continue to work together; LBESE, CER, and Administrative/Assessment. All three groups had articles published this year and the Assessment group has two articles accepted and in press.

Support professional development by encouraging and funding attendance at conferences where the faculty member is presenting.

In 2011-2012 Kremen faculty members made 166 professional presentations (unduplicated) at local, regional, national and international conferences.

International	National	Regional	Local
26	40	34	66

International locations included Canada, Portugal, Mexico, Columbia, Singapore, Austria, Guatemala, and Hong Kong. National included New York, New Orleans, Orlando, Chicago, Saint Paul, Atlantic City, Jacksonville, Portland, Atlanta, Washington D.C., and San Francisco. 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 over $600,000 for research/release time over the last 7 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 or 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 many journal articles have already been accepted for publication during 2012-2013, meaning next year's 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 at that time. 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. The total legitimate publications are at the highest yet obtained.

Year	Peer Reviewed Journals	Book/ Book Chapter	Total
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
2011-2012	21	9	30

Kremen Unduplicated Publications 2011-12

Peer Reviewed Journal Articles

Bathina, J. & DeVoogd, G. L. (2011). Samanjasya staff development: Adaptive praxis through building on teacher context and knowledge. *International Education, 41,* 42-58. *ISSN: 01605429* Permalink*: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70220644&site=ehost-live*

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Benninga, J.S. & Quinn, B. (2011). Enhancing American identity and citizenship in schools. *Applied Developmental Science*,15(2), 104-110.

Benninga, J. S., Sparks, R. K., & **Tracz, S. M**. (2011). Enhancing teacher moral judgment in difficult political times: Swimming upstream. *International Journal of Educational Research, 50*(1), 177-183.

Boston, Q., Vaughn, S., **Pitt, J. S**., Soldner, J., Turner-Whittaker, T., & Robertson, S. L. (2011). Promoting multicultural competencies in early career rehabilitation counselor supervisors. *Australian Journal of Rehabilitation Counseling, 17*(1), 36-45.

Brogran, A., Culver-Dockins, N., Karsevar, K., McCarthy, M., **Tatsumura, J.L**., Whyte, J., Woods, R.S. (2011). The urban mission: Linking California State University, Fresno and the central California community. *Journal of Metropolitan Universities. 21*(3), 27-47.

Curtis, C. & **Wise, D**. (2012). Mathematics teachers speak out – Why are we losing our new teachers? *National Teacher Education Journal, 5*(2), 75-81.

Davis, S., Erickson, D.E., Kinsey, G.W., Lindsey, D., Moore-Steward, T., Padover, W., Thomas, C., Wildman, L., & **Wise, D**. (2011). Reforming the California public school administrator licensure system through the alignment of research, policy, and practice. *Educational Leadership and Administration, 22*, 66-82.

Gallegos, C. & **Wise, D**. (2011). Leadership for English learners: Challenges and questions. *Educational Leadership and Administration: Teaching and Program Development. 23,* 37-55.

González, J. C., & Portillos, E. (2012) Teaching from a critical perspective / Enseñando de una perspectiva crítica: Conceptualization, reflection, and application of Chicana/o pedagogy. *The International Journal of Critical Pedagogy, 4(1), 18-34.*

Huerta, T. M. (2011). A humanizing pedagogy: Enhancing the way we teach Latino children. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*.34 (1), 38-57.

Lane-Garon, P. Yergat, J. & Kralowec, C. (2012). Conflict Resolution Education and PBIS: A climate of safety for all learners. *Conflict Resolution Quarterly,* Jossey Bass, San Francisco.

Lane-Garon, P., (2011). Lowell Revitalization: One Student Conflict Manager at a Time. *Metropolitan Universities Journal, 21*(3), 67-79.

Lucey, C., & Lam, S. (2012) Predicting suicide risks among outpatient adolescents using Family Environment Scale: Implications for practice and research. *International Journal of Counselling, 34*, 107-117.

Marcos, T., Foland, R., Vouga, R., **Wise, D**., & Witmer, M. (2011). The Principal's Academy: A collaborative California university initiative on congruence of principal training to urban school leadership practice. *Journal of Urban Learning, Teaching, and Research*. 7, 85-95.

Millar, B, & **Tanner D.E**. (2011). Students' perceptions of their readiness for community college study. *International Journal of Educational Leadership Preparation, 6*(4), ISSN 2155-9635.

Persky, K. R., & **Oliver, D. E**. (2011). Veterans coming home to the community college: Linking research to practice. *Community College Journal of Research and Practice*, 35(1), 111-120. doi:10.1080/10668926.2011.525184.

Pierce, L. M., & Gibbons, M. M. (2012). An ever changing meaning: A constructivist approach to counseling and career related issues with African refugees. *Journal of Humanistic Counseling, 51,* 114-127.

Portillos, E. L., **González, J. C.,** & Peguero, A. A. (2011). Crime control strategies in school: Chicanas'/os' perceptions and criminalization. *The Urban Review, 44*(2), 1-18. DOI: 10.1007/s11256-011-0192-z.

Turner, C. S. V., **González, J. C.,** & Wong (Lau), K. (2011). Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*. DOI: 10.1037/a0024630.

Xiong, S., & **Lee, S. E.** (2011). Hmong students in higher education and academic support programs. *Hmong Studies Journal, 12*, 1-20.

Book Chapter/Book

Alamillo, L., & Arenas, R. (2012) Chicano Children's Literature: Using Bilingual Children's Books to Promote Equity in the Classroom. *Multicultural Education.* San Francisco: Caddo Press.

Bathina, J. (Ed.) (2012) Ninos de oro: Cutler-Orosi chronicles. Hyderabad: Literate Voices.

Bathina, J. (Ed.) (2011) Among the groves: Lindsay lives. Maine: Booklocker.

Goodman, G., **Ullrich, W.** J., & Nava, P. (2012). Action research for critical classroom and community change. In Cannella, A., & Steinberg, S. (Eds.). *Critical Qualitative Research Reader*. (pp. 390-407). Peter Lang.

Lee, S. E. (2012). Challenges and contributions of Hmong elders: A personal and professional perspective. In M. L. Buley-Meissner and V. Her (Ed.), Hmong and American: From Refugees to Citizens. St. Paul, MN: Minnesota Historical Society Press.

Staton, A. R., Evans, W., & **Lucey, C.** F., (2012). Understanding Social Class in the US. Sturm, D.C., & Gibson, D.M. (Eds.). *Social class and the helping professions: A clinician's guide to navigating the landscape of class in America*. New York: Routledge.

Tanner, D.E. (2012). *Using Statistics to Make Educational Decisions*. Thousand Oaks, CA: Sage.

Tanner, D.E. (2011). *Statistics for Behavior Science Professionals*. San Diego, CA: Bridgepoint Education.

Weir, K.N. (2011). Playing for Keeps: Integrating Family and Play Therapy to Treat Reactive Attachment Disorder. In A.A. Drewes, S.C. Bratton, and C.E. Schaefer, *Integrative Play Therapy*. John Wiley & Sons, Inc. (July, 2011).

Book Reviews

Tanner, D.E (2012) *Choice: Current Reviews for Colleges and Libraries, Volumes 27* (1990) -*49* (2012).

Tanner, D.E. (2012). [Review of the book Bilingualism and cognition: informing research, pedagogy, and policy]. *Choice, 49*

Tanner, D.E. (2011). [Review of the book The neighbor's kid: a cross-country journey in search of what education means to Americans.] *Choice, 48.*

On-line Newsletters, multimedia

Bohlin, C. F. (Ed.). (2012). *COMET: California Online Mathematics Education Times*, *13* (1-8). Available at http://comet.cmpso.org/2012-archive

Bohlin, C. F. (Ed.). (2011). *COMET: California Online Mathematics Education Times*, *11* (11-22). Available at http://comet.cmpso.org/2011-archive

Garcia, J. (2012). Addiction, We Shall Overcome. Video-Educational consultant and pamphlet author, Executive Producer Robert Martinez, Fresno CA, September 2011

Magdaleno, K. (2012). Two minutes on mentoring. *Center for Leadership, Equity, and Research.* Monthly online newsletter.

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. While some controversy was raised when one faculty member kept presenting guidelines and expecting a faculty vote, the general perspective presented at the Faculty Assembly reinforced referencing the APM as the guideline and individual RTPs as the documentation.

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

The amount acquired thus far this year according to the latest report was **$2,786,759** with two months to go. This is a decrease compared to last year at this same date.

Our five-year total is still the third highest total of the eight schools and colleges at Fresno State.

g. *Expand the leadership roles of the faculty*

Sarah Lam 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 served as chairs of CER 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 leadership positions. This is somewhat ameliorated in that all three teaching credential coordinators, Lisa Nyberg, Jody Daughtry, and Elisa Jamgochian are female. Robin Chiero serves as CalStateTEACH Director and has taken on the large task of chairing the Single Subject Credential revision project.

h. *Inform faculty and students about equity issues*

During the year 2011-2012, the Equity Committee met regularly to discuss issues pertaining to equity and a feeling of inclusiveness in the School. Inquiries from faculty regarding the existence of protocols and processes relating to equity issues such as allocation of research grant funding and RTP were channeled through different levels of consultation and discussion within the School: the Dean's office, Executive Council, Faculty Assembly, and Departmental levels. The Equity Committee was charged to develop the Strategic Plan for diversity, equity, and inclusiveness and has investigated into existing strategic plans for equity at other campuses. In view of the fact that such a strategic plan should be aligned with the School's overarching strategic plan and the University's strategic plan for diversity, the Equity Committee members remain attuned to the ongoing discussions and development at these levels before finalizing their strategic plan

i. *Support and strengthen existing partnerships*

The huge list of partnerships is shown above on pages seven and eight. 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.

A student worker was supplied to the Fresno Family Counseling Center and it increased its hours of therapy provided to over 6000 for the year. CalStateTEACH uses office space but supports the equivalent of a full time staff in addition to the staff that works on the program and supplemented the Kremen Budget by $50,000 this year. 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 700 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*

Fall 2011 saw the start of the Clovis Multiple Subject Cohort. Fall 2012 will be the first dual credential (2 year) partnership that we have done. Located in Fresno Unified, this partnership will prepare fully credentialed SpEd/Multiple Subject teachers.   We also began negotiation with Fresno on a special middle school math/science cohort to commence in 2013. All three partnerships operate under the guidance of Colleen Torgerson through reimbursed funds.

Spring 2012 we started the Native American Reading Clinic in conjunction with Chukchansi Rancheria under the leadership of Elaine Garon.

Section 3: 2011-2012 Kremen Goals, additional to Strategic Plan Goals

Goal 1. Balance the Kremen School budget in light of the severe budgetary reduction; take a constructive leadership role that facilitates the implementation of permanent solutions to the base budget shortfall.

The Kremen School submitted a balanced budget this year but did not hold to those spending limits as the year proceeded. There was a clear message from Academic Affairs to reduce our carryforward so we approved projects and spending that resulted in a carryforward projected to be $842,000 at this time. The Kremen Budget Committee, recognized in the past as the only school or college budget committee that acts as a true budget committee in terms of making hard decisions on funding, is adamant that Kremen cannot absorb any further "horizontal" cuts and continue to operate as a school of graduate studies as all accrediting bodies intend.

The fully implemented budget formula that takes $400,000 per year from Kremen for no reason that has ever been explained makes it impossible to balance if it weren't for support from the doctoral program, CalStateTEACH, and this year, Teaching Fellows.

Goal 2. Meet or exceed FTES targets for fall and spring.

It is extremely difficult for Kremen to respond to sudden shifts in enrollment targets. It has thus been inordinately effected and expended tremendous efforts to be responsive to the raising, lowering, capping, and projecting of FTES as well as being excruciatingly effected by changes to application and due dates that continually are produced by enrollment services in Joyal.

The Kremen Target for the AY was 1184. We earned 67 in the summer, 1294.5 in fall and 1216.9 in the spring for an annualized total of 1289.21, **108.89%** of target. When Kremen recruits students for credentials and masters, the students are almost always on a specific one or two year timeline. That said, we cannot cancel classes to lower FTES or add classes to raise it. We serve the students who are admitted so if we have to go over to serve them we do.

Goal 3. Exceed the Kremen Goal for the capital campaign by $1M.

In 2008 Mary Anna Dunn established a target of $3M for the Kremen School for the current campaign. At that time, the discussion was for a range of $2M to $4M. We had reached that goal by the beginning of this fiscal year.

Kremen School development activities between the dates of July 1, 2011 and May 30, 2012 have resulted in approximately **$1,950,000** in gifts and pledges.

Included, are these gifts:

- $10,000 from The Gas Company
- $100,000 from the Bonner Family Foundation
- $25,000 from Lozano Smith

- $26,000 from the Educational Employees Credit Union
- $64,500 from Harris Construction (gift in-kind)
- $8,000 from various donors of the Teacher and Friends Honor Wall
- $5,000 from the California Endowment
- $35,000 from the Hazel Wall Bequest
- $10,000 from Octavia Diener
- $250,000 from Dr. Peter Mehas (new signed pledge agreement)
- $150,000 from the Fansler Foundation
- $800,000 from Drs. Peter and Sue Smits (new signed pledge agreement)

It is noteworthy to mention that during the seven-year fundraising campaign for Fresno State, the Kremen School has been extremely effective in raising the profile of the School in order to attract new donors and volunteers. This has resulted in fundraising that totals over $7,000,000.

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

In the spring 2012 semester, Drs. Jose Lomeli and Kien Pham team- taught six workshops on Co-Teaching strategies to approximately 400 participants including administrators and teachers from five different school districts. Co-Teaching is a proactive educational approach in which the cooperative teacher and the teacher candidate work in an active and coordinated fashion to jointly assess, plan for, teach, and evaluate academically and behaviorally heterogeneous groups of students in a regular classroom with an educationally integrated setting. Positive interdependence is the fundamental factor in co-teaching. In order to co-teach, the co-teachers must establish trust, develop and work on communication, share the chores, celebrate, and work together creatively. Since the co-teachers have different knowledge, skills, and resources, co-teaching allows them to learn from each other and plan elaborated preparations.

The six workshops received many positive evaluations from the participants including administrators and teachers from five different school districts. Participants' comments include: *"... having Dr. Lomeli and Dr. Pham as presenters was amazing! They made it really fun!" "Presenters were great! Interactive activities were also good!" "So funny… My two favorite professors in 1st and 3rd phase."; "My favorite part was the 'synergy' of Dr. Pham and Dr. Lomeli's workshop which included lots of humor to keep us entertained."*

Although the Kremen School of Education and Human Development is at the beginning stages of implementing the Co-Teaching program, the training workshops and their impact have received very positive feedback. The following is an e-mail received from Joan Tillery, Administrator, Fresno Unified School District.

"This is great! Thanks so much!
I was in a Burroughs classroom today observing Nick DeLaCerda and Sandy Fox. They've been trying out various co-teaching strategies. What a team…doing an awesome job at parallel teaching today! All students engaged, and teachers able to check on students twice as often.

Thanks to CSUF for the great training and follow-up with these ideas for co-teaching. I'm seeing it more and more as I am going to do my observations. Teachers are commenting on how it has changed the way they are using the teacher candidates. This is definitely making a difference. Thank you!
Gratefully,
Joan Tillery, TSA, Teacher Development Department"

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

During the 2011-2012 the Kremen School maintained and expanded partnerships. The Sanger Unified partnership completed its fourth cohort of elementary teachers in SU 11 - FA 11 - SP 12. Varying levels of team teaching with Sanger staff was implemented with SPED 179 - *Differentiated Instruction and Classroom Management* being team taught during the entire course by faculty and a Sanger administrator. Partnerships were expanded through the commitment to implement a DUAL (Elem & SPED) with Fresno USD. They requested that the cohort be credentialed in both areas and have selected sites for the Kremen courses and for field placement. In addition FUSD sought out the Kremen School to partner with them in a cohort for Multiple Subject teachers - grades 4-8th with emphasis in math and science instruction. Kremen faculty will be meeting with district personnel to develop the program and add the FUSD lens from summer 2012 though spring 2013. This Partnership cohort will begin in Fall 2013.

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

This is reported in Section 2, page 8.

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.

The Ad Hoc Committee on Single Subject Preparation consists of 17 members representing KSOEHD faculty, single subject advisors, district representatives, and alumni/administrators. The committee began its work in May 2011 with a meeting to brainstorm its vision of an exemplary secondary preparation program. During the 2011-2012 year, the committee held a retreat, met several times, solicited input from various stakeholders, and developed a revised program sequence and syllabi drafts for proposed new courses. Final versions will be presented to the departments and school curriculum committee for approval early in the fall semester so they can be sent to the university for approval by mid September. The program is to be offered beginning Fall 2013. Below are brief descriptions of activities over the past year.

August. At a two-day retreat the committee examined program standards and organized them into clusters that would eventually represent the program courses. The program structure and clusters developed at the retreat were also discussed and reviewed at a follow-up meeting.

September/October. Committee subgroups developed recommendations focused on specific program aspects, such as the program sequence, pre-requisites, and the incorporation of Linked Learning.

November. A focus group of representatives from various districts provided input on partnering possibilities, including ideas for field experiences and site based courses. In addition, master teachers provided input during a session at the Single Subject Master Teacher workshop. The committee reviewed input from the focus group, master teachers, and committee subgroups to determine the next steps, including a procedure for syllabus development/revision.

December: A focus group of representatives from local districts responsible for hiring decisions provided input on the proposed program. The program sequence was presented to the single subject faculty and supervisors for input. Concerns about the pre-requisites resulted in a combined technology and research-based strategies course rather than the two separate courses originally proposed. The program sequence incorporating this input is below.

Units	Current Program (33 Units) Course Title	Units	Revised Program (34 Units) Course Title
3	Social Foundations of Education	3	Social Contexts Of Teaching and Learning
3	Educational Psychology – Single Subject and Special Education	3	Adolescent Learning and Development
3	Methods and Materials in Secondary Teaching	3	Methods and Materials in Secondary Teaching
5	Content Area Language and Literacy Instruction	3	Content Area Literacy and Communication
3	Curriculum and Instruction in Secondary Schools	3	Teaching English Learners in Secondary Classrooms
2	Teaching Students with Special Needs in the Secondary General Education Setting	3	Teaching Students with Special Needs in the Secondary General Education Setting
4	Initial Student Teaching	4	Initial Student Teaching
10	Final Student Teaching	1	Student Teaching Seminar A
		10	Final Student Teaching
		1	Student Teaching Seminar B

January 2012: The revised sequence was presented to the single subject faculty and volunteers were requested to work with committee members on syllabi development and revision teams.

February. Syllabus development teams met to work on drafts of new and revised syllabi. These were presented to the committee for review and feedback. Feedback was provided to the syllabus development teams.

April/May. Syllabus development teams submitted their revised syllabi drafts that were presented to the appropriate departments in May for a first read. The drafts were also shared with the single subject faculty, advisors, and supervisors for comments. The program sequence was shared with the KSOEHD Advisory Board for comment.

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

In August 2011, the five faculty of the Special Education Program was officially welcomed as a part of the thirteen faculty in the Department of Literacy and Early Education at a retreat at the River Center Board room. The Special Education program offers a state credential to teach, a clear credential, a masters, and very soon, some specialty courses in the doctoral program. At the retreat, faculty shared areas of research, enjoyed two meals together, and discussed a book they had all read about memories of the San Joaquin River with Coke Hallowell. The department struggled a bit during the year on the exact wording, but finally selected a new name for the department that articulated each of the different programs in our department: Literacy, Early, Bilingual, and Special Education (LEBSE). To become more familiar with the program, Glenn DeVoogd, the chair, attended program meetings frequently and then became the coordinator from November to May to fill in a gap in leadership meeting with Special Education faculty every week.   During monthly department meetings, the faculty had many discussions on scholarly publications, mentoring, department policy, and establishing common goals.   During these times, faculty have formed professional bonds thinking about ways to collaborate in teaching, research, and service.

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

Faculty in Special Education, Counseling, and Psychology are still developing the course proposals for the doctoral specialty courses. These will be ready in the fall. Included are courses in Special Education Leadership, Single Subject and Small Group Research, Autism, Guidance for Persons with Disabilities, and Current Issues in Special Education.

Goal 10. Work with equity committee and faculty assembly with the goal of fostering an inclusive atmosphere in the Kremen School. *(Note that this report is the same as section 2, page 14)*

During the year 2011-2012, the Equity Committee met regularly to discuss issues pertaining to equity and a feeling of inclusiveness in the School. Inquiries from faculty regarding the existence of protocols and processes relating to equity issues such as allocation of research grant funding and RTP were channeled through different levels of consultation and discussion within the School: the Dean's office, Executive Council, Faculty Assembly, and Departmental levels. The Equity Committee was charged to develop the Strategic Plan for diversity, equity, and inclusiveness and has investigated into existing strategic plans for equity at other campuses. In view of the fact that such strategic plan should be aligned with the School's overarching strategic plan and the University's strategic plan for diversity, the Equity Committee members remain attuned to the ongoing discussions and development at these levels before finalizing their strategic plan

Goal 11. Address the possibility of expanding international student enrollments.

International students have shown little interest in California teaching credentials leaving Counselor education as the main vehicle through which Kremen could attract such individuals. The faculty of the Counselor Education Program has expressed interest in enhancing the enrollment of international students into their program in order to share their expertise in counseling at a global level and increase the diversity of the student population in their program. Dr. Sarah Lam has been charged with the mission to explore the recruitment of international students from China. During Summer 2012, Dr. Lam will develop a proposal to the program faculty on:

1) Identification of training needs of counselors in China;
2) Adaptation of the existing curriculum to the training needs of counselors in China; 3) establishment of contacts with alumni from China and other countries;
4) Involvement of alumni in recruitment efforts; and
5) Exploration of grants funding to provide scholarship for international students in the program.

Dr. Oliver is taking a Fulbright to southeast Asia in the fall and will explore possibilities therein.

Six Kremen faculty, accompanied by the Dean of Social Science, recently completed a one-week visit to Universities and schools in Costa Rica where they explored possibilities for international student recruitment.

Dr. Susan Macy recently completed a one semester sabbatical in Mexico where she established connections with a first tier University that invited us to attend their international student recruitment fair next academic year.

Panos Kanellis, President of American Farm School and Perrotis College in Greece has invited a team from Kremen including Berta Gonzalez, Lisa Nyberg, Susan Macy, and myself to visit this October and consult on their program development and explore possibilities for exchanges and recruitment.

Kremen sponsored tickets to the International Culture Night held on Nov13, 2011 where a Panel discussion for Internationalizing Educational Research: Presenting and Working Abroad in Latin America and Asia was held on Nov 15, 11 am – noon. Panelists include: Juan Carlos, Don Wise, Teresa Huerta, Diane Oliver, Otto Benavides, Kien Pham, and Sarah Lam from our school.

Goal 12. Significantly improve the process and timeline for the acceptance of graduate students.

We made to streamline admissions was to go with the concept of a rolling admission. The rolling admission forced the larger programs to admit as the students applied instead of waiting until all applications were submitted. We still are having a few issues getting files back from these Coordinators in a timely manner, but for the most part this sped up the admission process.

When Graduate Admissions left mentor open for KSOEHD programs for late students in Spring 2012, this allowed for a more efficient admission process as well. Students were able to go to mentor and see that we were still open for spring and just apply as they were gathering their program applications. For fall 2012 we are faced with mentor being closed for our late students and this will cause delays in the process. Joyal is both cooperative and obstructive simultaneously.

Goal 13. Define and implement specific measures for the improved retention of second and third year undergraduate students.

The Liberal Studies Program began a concerted effort to reach out to our 2nd year students this spring semester. We were presented a list of 2nd year students on February 2, 2012. The outreach effort included the following:

- 168 Liberal Studies 2nd Year Students
- Each student was individually called and asked to schedule an appointment. All calls were completed by March 28th.
- 63 students met with an advisor as of March 28th.
- The Liberal Studies website was updated.
- A Liberal Studies Facebook Page was established.
- Numerous emails have been sent (to all Liberal Studies students) regarding course information, CBEST/CSET information, workshops
- A graduate intern has been assigned to continue following up with the outreach efforts for the 2nd year students.

Statistics as of March 28, 2012:

Total number of Liberal Studies students	168
Number of attempted contacts per student	2
Number of students seen	63 or 37.5%

Additional Dean's Activity

Board Memberships

Past President, CSU Education Deans, Education Deans Executive Committee

Chair, University High School Board of Trustees

Member, Pivot Learning Partners Board of Directors

Member, Sierra Foothills Conservancy Board

Member, Renaissance Group Board of Governors

Teaching

Fall 2011   SpEd 233 Special Educator as Researcher (3) 21 students

Spring 2012   SpEd 233 Special Educator as Researcher (3) 12 students

Campus Committees 2011-12

Athletic Advisory Council

Athletic Academic Performance Subcommittee

Campaign Leadership Committee

California Reading and Literature Project Advisory Board

Central California Children's Institute Board

Council of Deans

CPET Advisory Committee

Doctoral Program in Educational Leadership Policy Board

Graduate Group Doctoral Faculty, Associate Member

Kremen School Community Council

KSOEHD Bricks Committee

President's Commission on Teacher Education

Provost Leadership Team

University Strategic Planning Committee

Dissertation Committee for Amber Jacobi, Ed Leadership, Fresno State.
Dissertation: *Measuring Teacher Success*

Completed second year as Chair of the University High School Board of Trustees.

My second year as board chair for University High School saw us graduate 111 students, 50 more than our first graduating classes.

This year UHS was ranked among the best high schools in the nation by three national publications:

• Newsweek had UHS 7th in California, 80th nationally.
• Washington Post had UHS 10th in California, 85th nationally.
• U.S. News and World Report had UHS 10th best in California, 10th best charter in the U.S. and 46th best school overall in the U.S.

Scholarship

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (2012). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly* (accepted).

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (2012). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education* (accepted)

Academic Presentations

October, 2011 **The Renaissance Group/TECSCU** Annual Conference. *"Comparing the Effectiveness of Three Pathways to Teacher Preparation.*" Washington, DC.

February 18, 2012 **American Association of Colleges for Teacher Education** Annual Conference. "*Systemwide Assessment of Teacher Preparation Programs and Graduates' Ability to Effect K-12 Student Achievement."* Chicago, IL

February 18, 2012   **American Association of Colleges for Teacher Education** Annual Conference. "*Assessing Program Effectiveness: Comparing Traditional and Alternative Teacher Preparation Pathways Using Surveys, TPAs, and K-12 Student Achievement.*" Chicago, IL

April 13, 2012   **Character and Civic Education** Conference, "*Managing Classroom Behavior Ethically*" Fresno, CA

Section 4: Summary of Accomplishments

Publishing: Kremen faculty published 21 articles in peer-reviewed journals, the highest number yet achieved. Additionally they wrote four books and had 5 book chapters. Juan Carlos Gonzalez, Jack Benninga, Don Wise, Susan Tracz, and Pam Lane Garon were faculty members that had multiple published peer reviewed manuscripts during the year.

Presenting: Kremen faculty reported 166 presentations during the year. This included 26 at international conferences outside of the U.S., 40 at conferences of national organizations and professional societies, 34 at region or statewide conferences and 66 as service to local school districts and conferences. The most prestigious conferences such as AERA and AACTE are represented for teacher education as well as the national conferences for counselors and educational leaders. Otto Benavides presented in Colombia, Portugal, Austria, and Singapore, all trips paid for by the hosting organizations. Other faculty presented in Mexico, Guatemala, Vancouver, B.C., and Montreal. Faculty presented in dozens of different states and dozens of small communities around the valley.

Awards and Honors: Lisa Nyberg was chosen for the Board of the National Science Teacher Association through a national election. Kien Pham as named a Google Faculty Fellow in the area of Math Education. The Association of Mexican American Educators named Ken Magdaleno Teacher Educator of the Year. The Provost named Juan Carlos Gonzalez Promising New Faculty. Linda Hauser received an award for Performance Excellence by the California Council for Excellence. Tony Vang was elected as President Fresno Unified School Board. The Region 9 Association of California School Administrators named Don Wise Education Professor of the year. Glenn DeVoogd was the Richter Awardee for Professor of the Year. Pam Lane Garon was elected Education Section chair for the National Association for Conflict Resolution.

External Grants: As stated earlier, the total for funded external grants so far this year in KSOEHD is **$2,786,759.** Some much larger, multiple year grants were funded but only the dollars collected this year count in the total. Carol Bohlin received funds for both MSTI and the San Joaquin Valley Math Project. Rich Firpo produced $226,000 for internships. Jim Marshall partnered in 12 grants, some for science education, others in his role with Rehabilitation. The Reading and the Writing centers both were funded. Sharon Brown-Welty obtained $266,000 from McNair and the Teacher Recruitment Center continued to have numerous grants funded to support our students.

Service Programs: Service of Kremen School faculty and students is amazing. *Fresno Family Counseling* provided well over 6000 hours of services to individuals and families in our community. The *Central Valley Educational Leadership Institute* offers 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, and Wayfinders. 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. *The Native American Reading Clinic* provides education for a group of children in serious need.

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 California Mini-Corp*. 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 almost endless. Faculty have substantial roles in over 70 national, statewide, or local organizations. They serve on dozens of university committees and volunteer to help on even more events and activities. 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 of the Educational Section of the National Association for Conflict Resolution. Tony Vang is a president of the Fresno Unified School Board. Ken Magdaleno is the Executive Director of the Center for Leadership, Equity, and Research. Walt Buster is a member of the California Endowment Board.

Kremen 2012-13 Goals

Goal 1. Continue to deal with the ongoing budget crisis taking into account the Kremen Budget Committee direction of no further horizontal cuts. Provide constructive input in developing permanent solution to the base budget shortfall.

Goal 2. Meet or exceed the FTES targets for the year in light of continuing difficulty with external limitations on admission processes.

Goal 3. Develop a positive working relationship with the new Development hierarchy with both oversight personnel and the to be recruited Kremen DAA.

Goal 4. Continue to strengthen the adoption of Co-Teaching as the preferred model for student teachers placed in local districts by the Kremen School.

Goal 5. Initiate the Fresno Unified dual partnership and facilitate the FUSD science/math middle school teacher cohort. Continue to support cohorts at every level.

Goal 6. Move the revised single subject program through the curriculum approval process.

Goal 7. Successfully complete the combined NCATE/CCTC spring accreditation.

Goal 8. Accomplish staffing two full time advisors in Ed 100.

Goal 9. Develop at least one new graduate degree and one course to be submitted for approval as a GE offering.

Goal 10. Work with Counseling in developing an offering to attract international students.

Goal 11. Negotiate at least one successful partnership with an overseas university to facilitate student and faculty exchange.

Goal 12. The Linguistically and Culturally Diverse (Bilingual) MA will be successfully approved through the University committee process and advertising and recruitment efforts implemented for a fall 2013 start.

Appendix A: Kremen Assessment

Assessment in the Kremen School is infinitely more complex than can be communicated by answering the four-assessment question posed to departments. Limiting consideration of assessment to SOAPS is not sufficiently comprehensive. Kremen assesses its programs and students on an ongoing basis using both SOAP type data but also an almost endless list of self-assessments, self-study, and data collection. For example, this year Multiple Subject submitted an 850-page program assessment document to the California Commission on Teacher Credentialing. While a little shorter in lengthen, Single Subject, School Counseling, Reading, etc. had to submit similar of documents totaling thousands of pages. Every Kremen student must pass not only five mandated high stakes tests but also a high stakes performance assessment.

The Kremen School each semester evaluates all teacher credential candidates with FAST, our state approved, and only independently operated, Teacher Performance Assessment. While we are in our 7th year of this high stakes evaluation, other states are just beginning to use this form of assessment.

This year a team of Kremen researchers had one article on our assessment practices appear in print in a major peer reviewed journal, *Teacher Education Quarterly,* and had two more accepted for publication. All three articles add to the field of assessment of teacher education programs and utilize massive amounts of quantitative data. Other articles have been published in previous years and more are in process currently. They are available on request to anyone and the results have already been shared at with the Council of CSU Deans of Education and the Chancellor's Office.

Department of Counselor Education and Rehabilitation

1. **What learning outcomes did you assess this year?**

    In the Counseling Program, assess content knowledge and practicum skills of graduate students in the MS degree programs in Marriage and Family Therapy, in Counseling and Student Students with specializations in K-12, and, in Higher Education.

    In the Rehabilitation Program, assess the application of rehabilitation counseling principles (knowledge, skills, and attitudes) on a yearly basis. The Rehabilitation program also assesses for CORE accreditation reviews and Program Reviews using alumni survey.

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.

The Rehabilitation Program 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 results?

In the Counseling Program, 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.

In the Rehabilitation Program, 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 these findings?

Counseling will offer COUN 208 (Practicum) in different sections for the three different MS degree programs and specializations: Marriage and Family Therapy, Student Affairs and College Counseling, and, K-12 School Counseling.

In the Rehabilitation Program, there are two changes in progress:

1. Revising the Rehabilitation program comprehensive exam (both the objective section & the written sections). Rehabilitation is reviewing the possibility of putting the exam on blackboard so that each exam is different and comparable in knowledge areas.
2. 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 skills during interviews. Rehabilitation 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.

* (**Note:** With one exception, all full-time, tenure track faculty of the department participated by submitting information for this report.)

In addition, the CSU System-wide Evaluation of Teacher Preparation (ETP) is administered annually by the Center for Teacher Quality (CTQ) of the California State University. A self-report Likert scale questionnaire, the ETP 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.

In addition, individual programs headquartered in the Department of Curriculum and Instruction conducted their own evaluations. 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. Roy Bohlin, Coordinator)

Each program responded 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
Dr. Lisa Nyberg, Coordinator

1. What learning outcomes did you assess this year?
   • How well do we provide teacher candidates resources for at-risk students?
   • How well do we provide teacher candidates instruction for English learners?
   • How well do we provide teacher candidates instruction for students with special needs?
   • How well do we provide teacher candidates history/social studies teaching resources and methodology?

2. What instruments did you use to assess them?
   • Chancellor's Survey: (CTQ Evaluations)
   • Exit Evaluations
   • Teacher Performance Assessments (TPAs): FAST: Fresno Assessment of Student Teachers
   • Other Sources: Faculty Input: Multiple Subject Program Review Committee

3. What did you discover from these results?

   i. Resources for At-Risk Students:

Goals and Results:

- By 2016, the CTQ score for knowledge about resources for at risk will rise to 85 %. (Supervisors: 85% in '09-'10)   **GOAL MET**
- By 2010, 95% of candidates will be able to list/identify at risk populations and services as evidenced through a Differentiated Instruction and Classroom Management (SPED 179) / Field Study C (EHD 170) assignment or activity with 80% proficiency. (Completed/Ongoing – through special presentation, exams, and assignments in class) **GOAL MET**
   When reviewing the Program Effectiveness Evidence from Job Supervisors this area ("know about resources in the school & community for at-risk students/families") has met the 85% criteria for success. Our Multiple Subject program faculty (instructors and supervisors) teamed to meet this goal.

   ii. Instruction of English Learners:

Goals and Results:

- By 2013, the CTQ score for the EL cluster score will rise to 85%.
   When reviewing the "Longitudinal Supervisor Composite D-5.1: School Supervisors Assess CSU Preparation of Teachers to Teach English Learners (K-8)," the data indicates an 88% score as reported by supervisors. The goal was 85% for supervisors. **GOAL MET**

- By 2015, 90% of the teacher candidates will be able to articulate the purpose of the strategy and accommodations as assessed in LEE 172. When reviewing the Teacher Performance Assessment of the Fresno Assessment of Student Teachers (FAST), the data for the Comprehensive Lesson Plan Project indicates a 98% pass rate. **GOAL MET**
   The Multiple Subject faculty with expertise in teaching English learners teamed with our Multiple Subject program faculty and supervisors to meet these goals.

   iii. Instruction of Students with Special Needs:

Goals and Results:

- By 2014, the CTQ score for the SPED cluster score will rise to 85 %. (Supervisors: up to 84%) **Large Improvement Made**
- By 2016, the score for item "meet instructional needs in inclusive settings will rise to 85%." (Supervisors: 65% in '07-'08; 67%; in 08-09; 80% in 09-10 - strong improvement)

- By 2010, 90% of teacher candidates will be able to develop appropriate accommodations for 2 of 3 identified disabilities with 80% proficiency assessed in SPED 179. (Completed -Assignment changed in SPED 179 and 90% of candidates earned 86% proficiency – This assignment is ongoing) **GOAL MET**
- By 2010, 90% of the teacher candidates will be able to articulate the purpose of the strategy and accommodations selected as assessed in SPED 179. (On going – Assignment changed in SPED 179 to require students to justify their choice of accommodations and an assignment added to have the students meet and work as a PLC to determine interventions, implement, collect data and share back) **GOAL MET**

iv. History/Social Studies Teaching Resources and Methodology:

Goals and Results:

- By 2014, the CTQ score for teaching H/SS to CA standards will rise to 85%. (Supervisors: 64%; Teachers 61% in '09-'10)

- By 2014, 95% of teacher candidates will articulate Social Science standards through integration in intermediate reading as evidenced in a class assignment earning 80% or better. (Piloted in Fall 2011 and continued in following years) This is an area that our faculty has addressed with a pilot that began in Fall 2011. Our faculty has made changes to the class that focuses on social sciences/studies content. Changes include a stronger emphasis on social sciences/studies resources and methodology. Teacher candidates also have a social sciences/studies assessment. We realize there is a lag from the time a pilot and program changes are introduced at the time that we see the results in our data. We believe that these changes will be evident, as the students who experienced the changes in Fall 2011 become a part of the data pool.

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

i. Resources for At-Risk Students:

This goal has been met. Our program faculty (instructors and supervisors) will continue to provide the content through fieldwork seminars and coursework (primarily in SPED 179 course).

ii. Instruction of English Learners:

Multiple Subject faculty with expertise in teaching English learners will continue to work with Multiple Subject instructors in courses and supervisors in fieldwork to further integrate the EL content strategies in the program content presentation and assessment.

iii. Instruction of Students with Special Needs:

Multiple Subject faculty with expertise in teaching students with special needs have

made progress in this area. They will continue to support our teacher candidates in this area. The action plan includes the following:

1. Special Education faculty will meet and develop an activity or module for each course in the MS program to address special needs students in inclusive settings. The Dean's webinar provided new ideas that they are developing.

2. Special Education faculty will implement changes in the syllabi for courses including SPED 179. New assignments related to EDI and Professional Learning Communities with databased and targeted interventions will be developed.

iv. History/Social Studies Teaching Resources and Methodology:

This is an area that our faculty has addressed with a pilot that began in Fall 2011. Our faculty has made changes to the class that focuses on social sciences/studies content. Changes include a stronger emphasis on social sciences/studies resources and methodology. Teacher candidates also have a social sciences/studies assessment.

We realize there is a lag from the time a pilot and program changes are introduced at the time that we see the results in our data. We believe that these changes will be evident, as the students who experienced the changes in Fall 2011 become a part of the data pool.

Our LEE 173 program faculty will continue to provide resources and methodology to support the teaching of elementary social studies. LEE 173 faculty has included a social studies unit assessment as a part of the course. The Multiple Subject Program Review Committee will continue to monitor the data to see the effectiveness of the pilot initiatives.

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?

- In the five areas identified by the Chancellor's Office as needing attention by all the CSU Single Subject Credential Programs, the Fresno State Single Subject Credential Program improved in the most recent evaluation in two of the five areas according to both employers and first-year teachers.
- In two additional areas, Fresno State's ratings among employers or first-year teachers improved.
- In four out of five areas, Fresno State's ratings were higher than the CSU system average by employers and/or first-year teachers.
- Ratings of Fresno State decreased in one of the five areas.
- More specifically, the Single Subject Credential Program (1) improved in the area of preparation to teach English learners according to employers and scored above the CSU system average ratings among employers, (2) improved in the area of preparation to teach special learners according to both employers and graduates and scored above the CSU system average ratings by both groups, (3) improved in the area of preparation to teach at-risk students and scored above the CSU system average among first-year teachers, (4) improved in the area of preparation to teach content area reading according to employers and first-year teachers and scored above the CSU system average among employers, and (5) decreased in the area of fieldwork according to first-year teachers and scored lower than the CSU system average among first-year teachers.
-

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 met throughout the year. Three new courses have been developed and all other courses have been revised
- The program coordinator and selected faculty, along with faculty in other basic credential programs, participated 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 was offered for the first time in spring of 2012 and will become a requirement for Single Subject credential candidates in fall of 2012. This course will enhance candidates' abilities to meet a variety of individual instructional needs.
- The program offered for the third year a new Linked Learning focused preparation program to a cohort of candidates. This cohort received 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 through mixed methods, action research in multicultural, social justice education in K-12 classrooms (curriculum, instruction, assessment/evaluation, and leadership). 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.

What learning outcomes did you assess this year?

Spring 2012 was spent re-conceptualizing the program's learning outcomes and SOAP for implementation with the newly admitted Cohort 8 who begins the 3-semester MAT fall 2012.

The program's coordinator, Walter J. Ullrich, co-authored a book chapter on the use of action research in the MAT with a former faculty in the program [Goodman, G., Ullrich, W. J., & Nava, P. (2012). Action research for critical classroom and community change. In Cannella, A., & Steinberg, S. (Eds.). *Critical Qualitative Research Reader*. (pp. 390-407). Peter Lang].

Specific Learning Outcomes assessed during 2011/12 for Cohort 6 (who graduated fall 2011) and Cohort 7 (who began the program fall 2011) 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.

Finally, 3 new faculty, Dr. Laura Alamillo, Dr. Jyothi Bathina, and Dr. Stephen Hart, assumed full responsibilities for the MAT with Cohort 7, who began the program fall 2011.

Goal 1: Curriculum

• Prepare curricular and instructional leaders with knowledge of curriculum development; implementation, and evaluation in multicultural, social justice education through mixed methods, action research.

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

   Learning Outcome 1.2: 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 7, fall) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).

2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 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 through mixed methods, action research.

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 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).

2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.

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 and Evaluation

• Prepare professionals with an understanding of a broad range of assessment and evaluation strategies and the ability to use assessment to inform instruction consistent with multicultural, social justice education and through mixed methods, action research.

   Learning Outcome 3.1: 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 7, spring) and critically reflective case studies, problem-based video critiques and production, and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall).

2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.

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 and mixed methods, action research.

   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 7, spring) and action research critiques and projects in CI246, CI260 and CI298 (Cohort 6, fall)
2. Data indicated that nearly all students scored "exemplary" on the scoring rubrics for each of these course and program requirements. Two Cohort 6 students received outstanding project awards. Another received the outstanding student award from the KSOEHD.

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
Dr. Roy 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. Every graduate completed a Project, which also includes a thorough literature review and either research or development with formative evaluation.

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), offered during Fall Semester.*

Most students take this course during the first semester of their graduate program. During Fall 2011, For Fall 2011: 23 students registered, all passed GWR by the end of the semester. 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 students successfully completing the GWR that semester, and the remaining two have now successfully completed this assignment. To help all students with APA-6th edition, helpful online tutorials [http://flash1r.apa.org/apastyle/basics/index.htm] are 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 2011-2012, all students elected to do a project (CI 298). Six students who are actively pursuing their degree have not completed their project as of May 2012 and will continue into 2012-2013. Nineteen MAE-C&I students did successfully complete their project and master's degree. Of these nineteen, 9 (47%) graduated with a 4.0 GPA, 2 (11%) with a 3.9 GPA, and 42% graduated with a GPA lower than 3.9. Therefore, 58% graduated with distinction during 2011-2012 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 year. 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 and 2011, students developed and refined a scoring rubric for these two assignments.

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.*
Seven Spring 2011 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:
  - *The courses were interesting and relevant to my field of study.*
  - *Fresno State is affordable, small school feel and great faculty/staff.*
  - *Faculty have shown a profound commitment to student success.*
  - *Great professors, learned a lot.*
  - *The staff always encouraged my academic and personal goals through several difficult life experiences—the end result being that I will be the first in my family to receive a graduate degree and an education that challenged me.*
  - *The discussion with other teachers/professors to improve my ability to teach effectively.*
  - *Both Dr. Carol Bohlin and Dr. Roy Bohlin were extremely helpful in advising and coursework.*

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

- *The following were the responses to the item for recommended program changes:*
Only one student had a recommendation. That was a request for more faculty to advise Projects. The number of faculty advising is dependent upon availability and past history of success working with students in this role. There have been attempts to recruit more C&I faculty to advise Project students. This will be discussed further by the MAE-C&I program faculty during the coming year.

Department of Educational Research and Administration

Learning Outcomes Assessment

1. Outcomes Assessed in 2011/2012

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

Program Outcome

The program outcome measured and reviewed during the 2011/2012 academic year was:

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

Student Learning Outcome

The student-learning outcome measured and reviewed during the 2011/2012 academic year was:

a. In order to promote the success of every P 12 student, are Educational Leadership and Administration candidates developing the knowledge and skills to effectively implement equitable practices to ensure the achievement of every student, and promote equity, fairness, and respect among all members of the school community? (2.4)

2. Assessment Instruments

As described in last year's report (2010-2011 ERA Annual Report), the department redesigned the course sequence and EAD courses to include Signature Assignments and common Embedded Fieldwork. The Educational Leadership and Administration Program is a rigorous, application-oriented program, built around the craft knowledge and the demonstration of teaching, learning, and leading and is focused on common goals. The program recognizes the changing knowledge base about educational administration and the need for high standards and expectations, and is designed to prepare knowledgeable practitioner change agents who impact student learning at P12 schools and community colleges. The program advances knowledge of and capacity for effective leadership practice in important ways for our students. Signature Assignments, which reflect the pedagogy the program has adopted, guide our instructional strategies and characterize the program. These assignments are intended to assess important candidate knowledge, skills and abilities, identify areas of strength and challenge, and contribute to successfully evidencing the attainment of state, national, and licensure standards and objectives.

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

Program Outcome

Instruments (and processes) used to measure program outcomes included: (1) End of the Year Survey given to students completing the program (see Appendix A) and (2) Samples of Student Work Products for all Signature Assignments for each course

uploaded to Blackboard with follow-up calibration and continuous improvement/closing the loop course-alike faculty analysis/action sessions, our Professional Learning Communities. Process 2 is in progress, some but not all work product samples for the 2011-12 year have been uploaded to Blackboard, and faculty analysis/action sessions are in the process of being scheduled. See Appendix B for protocol.
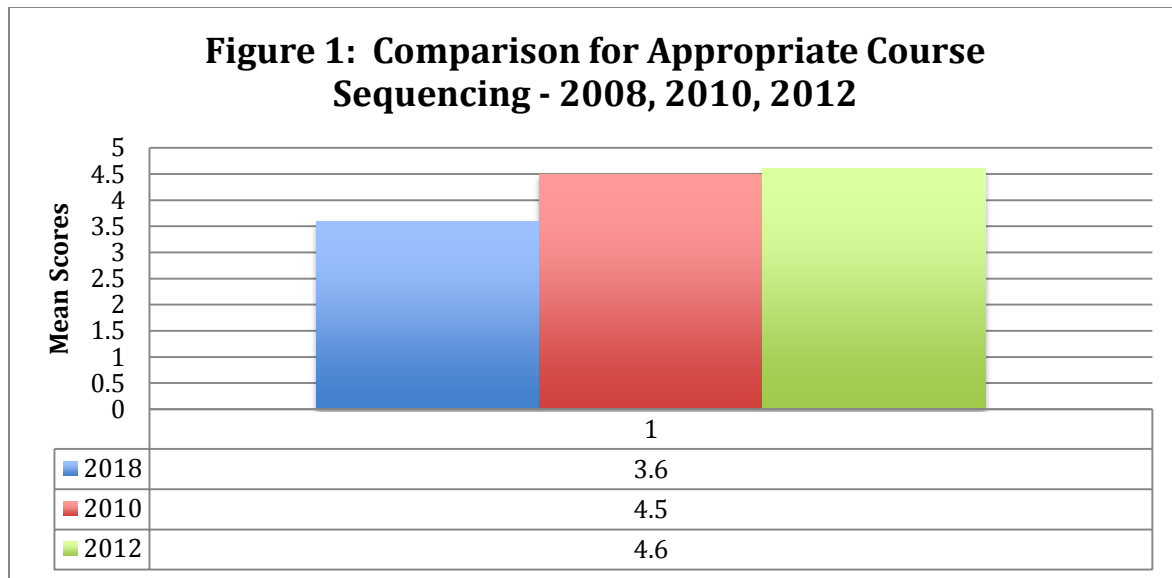
Student Learning Outcome

The instruments used to measure the student outcome addressed this year were the Signature Assignments with continuum or rubric scores that align with the assessed student-learning outcome. It is important to note that the philosophy of the faculty centers on the importance of every candidate evidencing learning at an Acceptable or Target level, therefore, first time great lesson planning, design, and delivery is a priority. Based on the Signature Assignment score, if a candidate does not evidence learning at an Acceptable or Target level (earned a score of Does Not Meet Expectation - major revision needed or Progressing – minor revision needed), the candidate is expected to revise his/her work to meet expectation of the intended learning, and resubmit the work. Instructors reteach and/or coach-up the candidate as needed. Candidates may also revise work to evidence and move learning from an Acceptable to Target level.

3. Results

Program Outcome

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

As stated last year, all fieldwork stand-alone courses were eliminated and fieldwork was embedded in specific courses. 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 3.6 (on a scale of 1= low to 5 = high) in 2008, 4.5 mean score in 2010 to an average mean score of 4.6 for all candidates completing the program in 2012 (see Figure 1). Three off-campus cohorts produced the highest mean averages, where students focus intensively on one course at a time. The lowest mean average score of 4.4 was indicated by the one on-campus cohort, in which students took courses simultaneously. This dramatic increase since 2008 would suggest that the work the faculty undertook to revise the curriculum and the sequence of the curriculum was meaningful for student's learning. Student responses appear to be more positive for the intensive one course at a time model vs. taking simultaneous courses, even though the sequence was the same in both models. This was not the case the for the on-campus cohort (producing the lowest mean score) for the majority of other mean survey item scores. This data is being used to inform decisions regarding the on-campus cohort.

Figure 1: Comparison for Appropriate Course Sequencing - 2008, 2010, 2012

	1
2018	3.6
2010	4.5
2012	4.6

In addition, students were asked if the program helped them develop vision; use data to inform instruction and decision-making; align curriculum, instruction and assessment; use effective supervision strategies and develop the knowledge and skills needed of an instructional leader. Table 1 and Figure 2 show the comparison of average mean scores between cohorts from 2008 to 2012. The data indicated an increase in mean score for every item on the survey and that program changes related to curriculum has had a positive impact on the perceptions of students in the areas of leadership, visioning, use of data, curriculum alignment, and instructional supervision and leadership.

Table 1.

Graduating Candidates' Responses for End-of-Program Survey: Item Mean Score
Comparisons for 2008, 2010, and 2012

Question #/Description	2008* Average	2010 Average	2012 Average
5 Cohort experience is essential	4.3	4.7	4.8
6 Course sequence appropriate	3.6	4.5	4.6
7a Program helped develop clear personal vision	4.2	4.5	4.7
7b Program helped develop clear site vision	4.0	4.3	4.6
7c Program helped me to clearly articulate vision	4.1	4.5	4.6
7d Program helped me to use data to inform instruct.	4.2	4.4	4.8
7e Program helped me to align curriculum to standards	4.2	4.5	4.8
7f Program helped me to use effect. Supervisor strategies	4.2	4.6	4.7
7g Program helped me to be an instructional leader	4.3	4.7	4.8
8a Program has provided opportunity to regularly reflect on learning	4.2	4.7	4.8
8b Program has provided opportunity to regularly reflect on practice	4.2	4.7	4.8
8c Program has provided opportunity to analyze and interpret issues	4.0	4.5	4.7
8d Program provided opportunity reflect ethical decision making	4.1	4.6	4.8
8e Program help recognize importance of diversity	4.0	4.5	4.7
8f Program has provided opportunity to learn to collaborate	4.3	4.7	4.8
8g Program has provided opportunity to practice collaboration	4.3	4.6	4.8
8h Program has demonstrate value of continuous life-long learning	4.4	4.8	4.8

N	47	69	49

Note. 1-5 scale

*Including CF5 2007 data

Figure 2: Comparison of End-of-Program Survey Results - 2008, 2010, 2012

	5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e	8f	8g	8h
2008	4.3	3.6	4.2	4	4.1	4.2	4.2	4.2	4.3	4.2	4.2	4	4.1	4	4.3	4.3	4.4
2010	4.7	4.5	4.5	4.3	4.5	4.4	4.5	4.6	4.7	4.7	4.7	4.5	4.6	4.5	4.7	4.6	4.8
2012	4.8	4.6	4.7	4.6	4.6	4.8	4.8	4.7	4.8	4.8	4.8	4.7	4.8	4.7	4.8	4.8	4.8
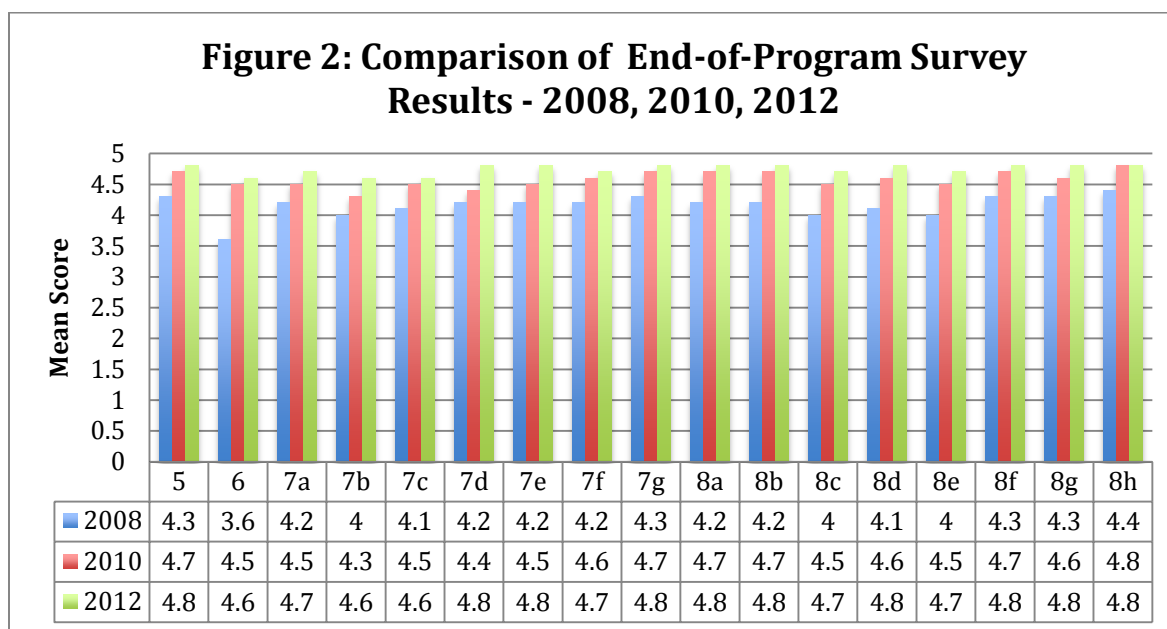
The survey also including open-ended responses investigating: (a) the most important skills and/or knowledge areas candidates developed as a result of participation and preparation in the program, (b) the strongest elements of the program, and (c) the elements of the program that could be strengthened. Table 2, Table 3, and Table 4 present the findings.

Table 2.

Student Responses to Important Skills and Knowledge Developed in the Program

Skill/Knowledge/Ability	# Responses	% of Total Responses	% of Respondents Total N = 49
Supervision/Coaching and Evaluation Processes and Skills	14	12.3	28.6
Knowledge and Skills for Effective Leadership	14	12.3	28.6
Data Use/Data Analysis Skills/Making Data Driven Decisions	13	11.4	26.5
Collaboration Skills/Use of Networking	11	9.6	22.4
Knowledge and Skill for Leading Curriculum & Instruction/Effective Instructional Leadership	10	8.8	20.4
Creating an Equitable School and Culture/ Valuing Diversity	8	7.0	16.3
Effective Communication Skills	6	5.3	12.2
Building Trust	6	5.3	12.2
Developing a Vision	6	5.3	12.2
Building Relationships	5	4.4	10.2
Providing Relevant PD and Support	4	3.5	8.2
Surfacing and Understanding Beliefs/ Attitudes and Impact	3	2.6	6.1
Planning and Goal Setting	3	2.6	6.1
School Finance and Budgeting	3	2.6	6.1
Program Evaluation Skills	2	1.8	4.1
Use of Resources	2	1.8	4.1
Skill and Use of Reflection	2	1.8	4.1
Team Development	2	1.8	4.1

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

Table 3.

Student Indications of the Strongest Elements of the Program	# of Responses	% of Total Responses	% of Respondents Total N = 49
Program Elements			
Professors/Instructors	15	25.4	30.6

Collaboration/Networking/Cohort	14	23.7	28.6
Signature/Fieldwork/Real-world Assignments	7	11.9	14.3
Curriculum Alignment w/Districts	5	8.5	10.2
District Leaders as Instructors/Facilitators	5	8.5	10.2
Knowledge and Skill to Build Capacity in Self and Develop Others	3	5.1	6.1
Support	3	5.1	6.1
Leadership Component/Lens	3	5.1	6.1
Supervision and Evaluation Component	2	3.4	4.1
Class Organization and Course Pace	2	3.4	4.1

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

Table 4.

Student Recommendations for Strengthening the Program

Program Elements	# of Responses	% of Total Responses	% of Respondents Total N = 49
Improve ERA 288 On-line Course	7	50.0	14.3
Improve ERA 220 Research – Better Prep for Master's Project	5	35.7	10.2
Additional Information on Budget	2	14.3	4.1

Note: Only themes with more than one response were included in Table 4. Respondents could indicate more than one response.

Of the student recommendations for strengthening or improving the program, over 85% of the responses focused on ERA courses, not EAD courses. The ERA courses have not been vetted through the recent rigorous process of redesign and refinement to include Signature Assignments and common Fieldwork with consistent expectations and criteria. Also, ERA 288 and ERA 220 are taught both as face-to-face courses and as on-line courses depending on the instructor. Expectations and experiences have not always been consistent. These two courses are not only a component of coursework in Educational Leadership and Administration, but other master's programs as well. Based on data and feedback this past academic year, immediate adjustments will be made, but additional examination and action will take place during the 2012-13 academic year. Immediate action will include a face-to-face orientation meeting for the on-line courses prior to the start of the class. The Educational Leadership and Administration Program will recommend to the Graduate Coordinator and Graduate Council that a course review be conducted for both these courses and include Signature Assignments and common Fieldwork where appropriate.

Student Learning Outcomes

In order to promote the success of every P 12 student, Educational Leadership and Administration candidates, as educational leaders, will develop the knowledge and skills to implement equitable practices that ensure the achievement of every student, and promote equity, fairness, and respect among all members of the school community (2.4).

The continuum (rubric) scores from six different Signature Assignments were used to measure this learning outcome. These Signature Assignment results represent four different courses (EAD 262, EAD 272, EAD 274, and EAD 269) during this academic year (Fall 2011 and Spring 2012).

Table 5 represents the Signature Assignment and Embedded Fieldwork scores relative to the identified learning outcome: *Candidates will develop the knowledge and skills to*

implement equitable practices that ensure the achievement of every student, and promote equity, fairness, and respect among all members of the school community.

Table 5.

Signature Assignment and Embedded Fieldwork Rubric Scores Measuring Student Learning Objective: Knowledge and Skills to Implement Equitable Practices

Assignment (Course)	Did Not Meet Expectation		Progressing: Slightly Below Expectation		Acceptable: Meets Expectation		Target		Revised and Resubmitted	
	N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
Reform Plan (262)	0	0	0	0	5	5	91	95	13	14
Unwrapping Standards (272)	0	0	5	7	4	5	66	88	25	33
Instructional Strategies (272)	1	1	0	0	5	7	69	92	22	29
Instructional Rounds (272)	0	0	1	1	7	10	67	89	15	20
Equity Audit (274)	0	0	0	0	8	20	33	80	15	37
Current State/Desired Future (269)	0	0	0	0	26	51	25	49	3	6

The results of the composite scores for Signature Assignments related to the focus student learning outcome revealed that all, but two candidates have evidenced learning at an Acceptable or Target level for each reported assignment. The percent of students revising and resubmitting their work to improve their achievement and increase their level of learning ranged from a low of 6% to a high of 37%. It should be noted that more students may have revised and resubmitted the Current State/Desired Future assignment after receiving effective instructor feedback to move candidate learning to a Target level, but time did not permit, as this was the final assignment in the final course of the program.   It should also be noted that the two candidates who have not met an Acceptable level are currently in the revision process.

Findings indicated that Educational Leadership and Administration candidates are developing knowledge and skills to implement equitable practices to ensure the achievement of every P 12 student, and promote equity, fairness, and respect among all community members. This data will be used in conjunction with the collection of sample student work products to inform upcoming conversations in our Professional Learning Community course alike meetings, where faculty will examine student strengths and challenges and trends regarding assignment criteria where students needed to revise, as well as recommend appropriate changes or modifications to assignments now that the Signature Assignments have been used for one academic year cycle. The changing P 12 context and outcome data have already been used to make modifications in various Signature Assignments for EAD 272 based on California's adoption of national Common Core Standards and participation in Smarter Balanced Assessment Consortium.

Department of Literacy, Early, Bilingual, and Special Education

The Special Education Program was added to the LEE Department this year and so the new name of the department as of July 1, 2012 will be The Department of Literacy, Early, Bilingual, and Special Education (LEBSE). The LEE Department works at many different levels:

1. Single and Multiple Subject credential classes in:
    a. Reading,
    b. English learners,
    c. Special Education, and
    d. Early Childhood,
2. Bilingual authorization,
3. Clear Credential in Special Education,
4. Master's classes in Education with an Option in Early Childhood,
5. Master's classes in Education with an Option in Reading,
6. Master's classes in Special Education, and
7. Master of Arts in Reading (special session online).

Assessments and Results of Assessments for Master's programs are described below:

Masters of Arts in Education – Early Childhood

1. What learning outcomes did you assess this year?

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.

2. What instruments did you use to assess them?

A. Direct Measures
1. Assessment of Content Knowledge Summative Assessment: Final Project, Thesis & Research Paper
2. Assessment of Content Knowledge: Portfolio
3. Assessment of Knowledge, Skills & Dispositions: Combined Charter School
4. Assessment of Knowledge, Skills & Dispositions: Leadership Activity
5. Assessment of Effects on Student Learning: Action Research Activity
6. Assessment of Knowledge, Skills & Dispositions: Professional Ethics
B. Indirect Measures
1. Graduate and Employer Survey

3. What did you discover from these results?

Based on the assessment date, including anecdotal responses from program faculty, student performance remains 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.

A major weakness identified during 2011-2012 was associated with leadership specifically,

- Basing leadership action on actual needs identified by the prospective audience through needs assessment as opposed to an assumed need identified by the student.
- Professional communication with respect to problem-solving in the ECE workplace
- Collaborative leadership, including facilitating success in others

In order to strengthen leadership skills in ECE settings, the ECE faculty has developed a new course LEE 240, Leadership in Early Childhood Education, as described in the following Plan of Action.

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

The following actions are being taken to address previously identified 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. *The ECE Faculty addressed this item from last year's SOAP and the course sequence for all candidates is now more uniform. The sequence is addressed at the very first meeting between the graduate student and the advisor.*
- 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. *ECE Faculty has implemented the small group project and thesis study to positive effect. Graduate students now assist each other with data management, analysis and writing. Each advisor facilitates groups with his or her students assigned for the culminating experience.*
- Have specific resources available to candidates to develop writing skills, including Intersession writing classes, writing clinics, drop-in tutoring and other resources available though the University' Graduate Program and the KSOEHD. *Our Graduate and Specialist candidates regularly visit the Graduate Writing Center. Students indicate that this resource is most helpful. Faculty observe that writing quality has improved.*
- 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. *In the action research assessment activity, all graduate students are selecting issues mutually identified as needing improvement in their own workplace environments. This has approach has resulted in the institutionalization of many programs in school districts, head and early start and early childhood education classrooms that benefit service delivery systems and children directly.*

Master of Arts in Education – Reading and Language Arts

1. **What learning outcomes did you assess this year?**

Goal 1: To provide students with the knowledge and beliefs of Reading.

Objective 1.1: Teach reading as a process rather than as a discrete series of skills

Objective 1.2: Use a variety of print throughout the curriculum

Objective 1.3: Embed reading instruction in a meaningful context

Objective 1.4: Perceive reading as the process of constructing meaning

2. **What instruments did you use to assess them?**

A. Direct Measures
   1. Assessment of Theoretical Comparison Paper
   2. Assessment of Theory to Practice Project
   3. Assessment of Case Study Project

B. Indirect measures
  1. Graduate Student Survey
  2. Exit Survey

3. What did you discover from these results?

Based on the assessment data, including anecdotal responses from program faculty, and graduate students, graduate student performance is strong in:
- Teaching reading as a process rather than as a discrete series of skills;
- Selecting high quality children's/adolescent literature and diverse expository text materials to enhance pedagogical curriculum;
- Embed reading instruction and assessment in meaningful contexts

Weakness include:
- The link between praxis and theory was completed on a superficial level rather than at a scholarly level.
- The application of program intervention and universal access was not evident in the writings of the graduate students.

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

The following actions are being taken to address the relative weaknesses found in the program:
- Emphasize more in-class modeling of methods framing them within the appropriate theoretical bases.
- Encourage more class discussions of specific literacy methods and their fit into the respective theoretical paradigms
- Discuss how certain methods transfer into intervention programs.
- In looking to the future, of the course content, the faculty also determined to put more emphasis on how the methods apply to universal access and special needs students as described in the RICA standards.

Master of Arts in Special Education (SPED)

1.   What learning outcomes did you assess this year?

This year the SPED Program continued to evaluate specific parts of the program although the entire curriculum of Special Education had to be revised to address new state standards and to develop a more streamlined and cohesive program that includes the Clear credential in the Masters to attract more graduate students. Several new courses were developed from January to May 2012 that dramatically changed the program. The Master of Arts in Special Education has undergone significant review and is in the midst of approval with a new SOAP by the different levels of committees.

Existing goals are that the candidates of Special Education Teacher Preparation Programs will be able to:

Goal 1: use formal and informal assessment that addresses and values diversity including students' strengths and needs, cultural, ethnic and linguistic characteristics; as well as the environments used by the students and their families.

Goal 2: plan and implement curriculum and instruction.

Goal 3: implement classroom management and positive behavior supports.

Goal 4: communicate and participate in collaborative educational practices.

 Goal 5: develop as a professional.

Goal 6: use technology for assessment, communication, and instruction.

2. **What instruments did you use to assess them?**

1.   Evaluation and Needs Assessment Survey-Candidate Form (Level I & 1I)
2.   **Evaluation and Needs Assessment Survey-Administrators/ Employer**
3.   CSU System wide Survey – First Year Graduate
4.   **CSU System wide Exit Survey**
5.   Writing Assessment Rubric – (Level II/ M.A.)
6.   Classroom Management Plan Rubric – (Level 1)
7.   Behavior Support Plan Rubric (Level 1)
8.   Formal Assessment Report Rubric (Level I)
9.   Lesson Plan Rubric (Level I)
10. Portfolio Evaluation (Level I & II)
11. Projects and Thesis Rubric
12. Candidate Dispositions (Level I & II)

CSU System wide Survey

CSU Systemwide Survey ---The purpose of the survey is to provide information that the Deans, other CSU leaders, and faculty can use in making improvements in teacher education programs (See Guide to CSU Fresno's Evaluation Reports in 2011). Graduates surveyed are asked to rate the quality and effectiveness of their CSU preparation. The Special Education Program CSU, Fresno has effectively utilized the data collected by CSU Systemwide since 2004 and will continue to use its results for program evaluation. This instrument has been adopted because it is a longitudinal and external survey. It not only enables us to evaluate and monitor our credential program in an objective and systematic way, but also let us compare our program to special education programs of other CSU campus

This survey examines how well graduates were prepared to begin (with intensive site support) to (1) teach in Special Education, (2) know and understand special education laws, issues, and practices, (3) adapt curriculum in reading-language arts and math, (4)

prepare and implement Individual Education Plans in consultation with teachers, parents, and specialists, (5) be equitable and reflective in teaching, and (6) begin to be responsible for the education of students with disabilities and in inclusive settings. This is accomplished by asking both graduates and the graduates' employment supervisors to complete separate, but parallel, 110-item online surveys at the end of the graduate's first year of full time professional teaching employment.
Evaluation participants respond to the evaluation questions by using the following measurement scale that has four valid values:

- The teacher was **well-prepared** in the topic or teaching practice specified in the question = 3
- The teacher was **adequately-prepared** in the topics of teacher in the topic or teaching practice specified in the question = 2
- The teacher was **somewhat-prepared** in the topics of teacher in the topic or teaching practice specified in the question = 1
- The teacher was **not-at-all-prepared** in the topics of teacher in the topic or teaching practice specified in the question = 0

Evaluation and Needs Assessment Survey-Administrators Evaluation and Needs of Assessment Survey- Administrators (Preliminary Level--This survey intended to examine the quality of the Special Education Program perceived by the administrators or supervisors who hire our graduates or provide sites for the candidates of our program to complete their final student teaching. It was used as one of the key measures in the 2008 and 2010 Biannual Reports. This measure consists of 4 sections (1) a cover letter explaining purposes of survey, (2) demographic information, (3) questionnaire, and (4) additional comments. Practicum Administrators are surveyed when the students have completed their final student teaching at their practicum sites. University supervisors are responsible for distributing this survey to district employers. Candidate performance is rated on a scale of 0-3, with 3 representing well prepared, 2 indicating moderately prepared, 1 being poorly prepared, and 0 being no knowledge. Data are used to identify program strengths and areas for improvement. Data collected are used to identify program strengths and areas for improvement. (See Evaluation and Needs Assessment Survey-Administrators). The following ten areas are examined in the survey:

1. Collaborates and communicates effectively with family members, school administrators, teachers, paraprofessionals, and other related service providers.
2. Knowledgeable of and able to conduct formal and informal assessments of pupils.
3. Communicates assessment information to parents and appropriate service providers, and makes instructional decisions that reflect both students needs and core curricula.
4. Collaboratively develops IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs.

5.   Selects appropriate instructional goals, strategies, and techniques based on individual student needs identified in the IEP.
6.   Plans, adapts, and provides effective instruction that meets the needs of diverse learners across a variety of settings.
7.   Maintains appropriate classroom management with positive behavioral support plans, proactive and respectful.
8.   Demonstrates the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.
9.   Utilizes technology for instruction, communication, and/or assessment.

3.   What did you discover from these results?

IAP results from the Chancellor's survey:

English Learners
The Education Specialist credential programs require the students to take a Cultural Contexts course covering EL with peers in the Multiple or Single Subject program. The strategies are also covered in SPED courses. Cluster scores in the last two years were 90% and 96%; and **the item score was 92% so the objective had been MET.** As continued work to improve and enhance instruction for EL is critical in our region we continued with this area.
Unfortunately the N in 09-10 was tiny and although these few students took the same courses they it was evident that 1-2 candidates' ratings changed the trend. We will call to encourage more returns this summer.

Educational Technology

This was a new objective added this last academic year – with a cluster score of 71% in 08-09. Item scores for used computer-based applications to help students learn curricular subjects (67%) and computer-based technologies in class activities and record keeping (80%) in 08-09. These graduates had not taken CI 100.

Mathematics Instruction
The Education Specialist programs identified math pedagogy as an area for improvement. Beginning in Spring 2012 all ES candidates must take a general Math Instruction and Applied Assessment course. In addition coursework in the ES credential focuses on accommodating the core, supplementing instruction (SPED 136, 137, 147). **Exit survey data indicates the candidates rank their knowledge in math instruction higher.**

Unfortunately the N in 09-10 was so small that the CTQ did not receive sufficient responses to be provided a score. We will call to encourage more returns this summer.

Reading Instruction

Cluster scores in Reading for the ES candidates by their supervisors has ranged from 88% to 77% to **94%** (*three year average of 86%).* Students must pass two courses in with

general education peers and then specialty courses. With the new credential standards and the addition of common core standards the instruction in Reading Language Arts will continue to change.

Kremen Needs Assessment Survey Data Results

Evaluation and Needs Assessment Survey-Administrator (Level I)

	Competency Statements	Mean N= 17	Mean N= 15	Mean N= 30	Mean N= 18	N= 80
		2008 Fall	2009 Spring	2009 Fall	2010 Spring	**Mean**
1	Collaborates and communicates effectively with family members, school administrators, teachers, paraprofessionals and other related service providers.	2.82	2.80	2.67	2.83	**2.78**
2	Knowledgeable of and able to conduct formal and informal assessments of pupils.	2.65	2.70	2.43	2.81	**2.65**
3	Communicates assessment information to parents and appropriate service providers, and makes instructional decisions that reflect both student needs and core curricula.	2.65	2.63	2.50	2.73	**2.63**
4	Collaboratively develops IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs (transition for students age 14 and up).	2.53	2.73	2.57	2.65	**2.62**
5	Selects appropriate instructional goals, strategies, and techniques based on individual student needs identified in the IEP.	2.68	2.53	2.57	2.83	**2.65**

6	Plans, adapts, and provides effective instruction that meets the needs of diverse learners across a variety of settings.	2.76	2.73	2.60	2.89	**2.75**
7	Maintains appropriate classroom management with positive behavioral support plans, proactive and respectful.	2.76	2.87	2.53	2.78	**2.74**
8	Demonstrates the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.	2.29	2.75	2.33	2.65	**2.51**
9	Utilized technology for instruction, communication, and/or assessment	2.65	2.68	2.40	2.89	**2.66**
10	Professional conduct is exhibited through open discussions of ideas, reflections on own practices, utilization of research based information and consideration of professional advice.	2.74	2.77	2.67	2.94	**2.78**
	Mean	**2.65**	**2.72**	**2.53**	**2.80**	**2.68**

Evaluation and Needs Assessment Survey-Administrator (Level II)

	Competency Statements	Mean N = 9	Mean N = 6	Mean N=10	Mean N = 6	**N= 31**
	Academic Semester	2008 Fall	2009 Spring	2009 Fall	2010 Spring	**Mean**

1	Collaborates and communicates effectively with family members, school administrators, teachers, paraprofessionals and other related service providers.	3.0	2.17	3.0	2.89	**2.77**
2	Knowledgeable of and able to conduct formal and informal assessments of pupils.	2.67	2.67	2.90	3.0	**2.81**
3	Communicates assessment information to parents and appropriate service providers, and makes instructional decisions that reflect both student needs and core curricula.	2.67	2.83	2.70	2.67	**2.72**
4	Collaboratively develops IEPs with parents and other service providers to include yearly goals and benchmark objectives that target the student's needs (transition for students age 14 and up).	2.78	2.83	2.90	3.0	**2.88**
5	Selects appropriate instructional goals, strategies, and techniques based on individual student needs identified in the IEP.	2.78	2.83	2.90	3.0	**2.88**
6	Plans, adapts, and provides effective instruction that meets the needs of diverse learners across a variety of settings.	2.78	2.83	2.60	2.83	**2.76**
7	Maintains appropriate classroom management with positive behavioral support plans, proactive and respectful.	2.89	2.83	2.50	3.0	**2.81**
8	Demonstrates the ability to design and implement positive behavioral support plans and interventions based on observation and assessment data.	2.78	2.83	2.90	2.67	**2.80**
9	Utilized technology for instruction, communication, and/or assessment	2.78	2.67	2.90	2.83	**2.80**

10	Professional conduct is exhibited through open discussions of ideas, reflections on own practices, utilization of research based information and consideration of professional advice.	2.78	2.67	3.0	2.83	**2.82**
	Mean	**2.79**	**2.72**	**2.83**	**2.87**	**2.80**

(The survey data from Fall 2011 and Spring 2012 was collected and is currently being analyzed and will be shared in a SPED program meeting in Fall 2012.)

4. What changes did you make as a result of these findings?
During the 2011-2012 academic year changes were made in the following areas:

*Revision of the program and reduction of total number of units due to sudden drop in enrollment when the 4-semester program was instituted
*Teacher Candidates are taking CI 176 - Math Instruction in the second semester
*Teacher Candidates starting in Spring 2012 are required to take CI 100 - Educational Technology as a prerequisite or a co-requisite; infusion of assistive technology in SPED courses
* SPED faculty participated in webinars related to EL last year and faculty were provided the SIOP text to supplement in each course. The Special Education program faculty is now housed in the same department as the EL faculty for enhanced collaboration. Clear courses are being developed with additional emphasis with EL strategies (theory to practice).

*Once the new courses are approved a new SOAP will need to be submitted. The program faculty have agreed to reduce the assessments to key assessments (4-5).

Section 6. Goals Set by Programs

Department of Counselor Education and Rehabilitation

1. Report on previous years goals.

Counseling:

- Divide MS degree program in Counseling and Student Services into two specializations: K-12 and Higher Education.
- Faculty search was successful – 2 new faculty members arriving in Fall 2012

Rehabilitation:

- Establishing structure for an undergraduate program.
- Successful CORE accreditation 5-year review

2. Continued goals from previous years.

Counseling: maintain and manage highest enrollments in School

Rehabilitation: continue looking for new funding.

3. **New goals.**

Counseling*:*

a. Explore development of a south valley off-campus program;

b. Manage high enrollments;

c. Develop doctoral elective courses;

d. Develop a course proposal for a general education course

Rehabilitation*:*

a. Stabilize funding and enrollment

Department of Curriculum and Instruction

1. Report on previous years goals.
Embedded in the Assessment section above.

2. Continued goals from previous years.
Embedded in the Assessment above.

3. New goals.

a. Finalizing the Single Subject Credential Program revisions and shepherding the revised program through the university for Fall 2013 implementation. Dr. Robin Chiero is chairing this effort.

b. Finalizing revisions to EHD 50, including formalizing the CBE (Credit by Exam) option, so that students taking EHD 50 are prepared to more easily access the credential application process, while students opting for the CBE option will receive unit credit for their effort. Ms. Diana Dille is chairing this process.

c. Continued implementation of the Co-Teaching model through workshops and training (conducted by Drs. Kien and Lomeli) and through the supervision of student teachers (coordinated by Janine Quisenberry).

d. Work to develop and implement the comprehensive exam for the MA in Education. This process will be led by Dr. Roy Bohlin.

e. Continue the warm, efficient atmosphere in the departmental office; hold productive, issue oriented departmental meetings; serve family-style lunches at department meetings; provide a smooth, supportive transition for Dr. Fred Nelson.

f. Support professional development for all faculty.

g. Increase the number of scholarly publications in the department by encouraging faculty engaged in collaborations with local and P-16 agencies to evaluate to describe those efforts.

h. Encourage collaborations with local and P-16 agencies to address the educational needs of students and the community.

Department of Educational Research and Administration

1. Report on previous years goals.

a. The department will initiate a comprehensive exam option for the program.
The Comp Exam option will be available for students beginning in the spring or fall of 2013. The Department Chair, Program Coordinator, and Graduate Coordinator met to develop a draft of the policies regarding the Comp Exam for faculty review. Faculty met to discuss the option of using a Case Study for Higher Education students instead of the option of a Project or Comp Exam.

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.
ERA 244 will serve as the capstone course which students may select as an option over EAD 298 or EAD 299. It is an action research course focused on a relevant

area of study for student site/district/Valley. Students will culminate the Capstone with a Comprehensive Exam. The department goal was to have this option available for the students who entered CSUF during the spring 2012, which means they would take this option in spring 2013.

c. *The department will begin several new off-campus cohorts, one in Kings Canyon, and one denoted as a "Rural" cohort.*
The department of Educational Research and Administration graduated students from Clovis, Sanger, and Visalia in December 2012 and began three new cohorts in Visalia, Sanger, and Clovis in spring 2012. The south valley Visalia cohort is the largest of the three. Cohorts from Central, Chancellor's Fellows, and FUSD cohorts graduated in spring 2012 and the department will begin three new cohorts; Central, Chancellor's Fellows and FUSD in the fall 2012. A HE/Middle Leaders Pathway Cohort graduated in the spring 2012, and the department goal is to begin another HE/Middle Leaders Cohort in fall 2012.

The department of Educational Research and Administration now has the following cohorts in place:

- Regular On-Campus Cohort
- Chancellor's Fellows Cohort
- Fresno Unified Cohort
- Clovis Unified Cohort
- Sanger Unified Cohort
- Central Unified Cohort
- Kings Canyon Cohort - (which may also be considered a "rural" cohort since it includes cohort members from surrounding school districts)
- Visalia Cohort
- Higher Education On-campus Cohort

2. Continued goals from previous years.

a. *Finalize the curriculum change and, refine signature assignments and embedded fieldwork*.
The process to have student's evaluate the appropriateness of the signature assignments and embedded fieldwork for several of the courses continued 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.*
The process to collect data through student surveys and focus groups continued in order to gather data related to program and student outcome goals. The results of those data collections are reported above.

c. *Begin the process of designating the Higher Education focus a degree option.*
Because of limited enrollment in the Higher Education focus of the Educational Research and Administration program (Master of Arts in Education: Educational

Leadership and Administration), the department determined that it would be best to focus on the development of program recruitment, enrollment, and curriculum development for students seeking Middle Management Leadership positions at community colleges, four-year colleges and universities, and within district offices of P-12 school systems rather than the development of a higher education option. Work continued on this goal during the 2011/2012 academic year.

3. New goals.

    a. *Continue to strengthen the department's "off-campus" programs in order to ensure regular cohort development and an appropriate number of student applications*

    b. *Development of the Higher Education/Middle leader*

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

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Department of Literacy, Early, Bilingual, and Special Education

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1. Report on previous years goals.

    A. Involve students in conference presentations and publishing.
- While papers were submitted with student authors, no articles or chapters were published with student authors. Some students presented with professors.

    B. Promote innovations in teaching particularly with hybrid and online instruction.
- 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.
   - i. Three professors used Elluminate, Blogs, and wikis in a totally online format for the Master of Arts in Reading (online)
   - ii. Master of Arts in Reading is ready to begin its second cohort for students in the fall 2012.

    C. 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.
- The Chavez Conference dealt with these issues successfully, but not much else was done to achieve these goals.

    D. Increase the new visions in our world through increased peace education and professionalism.
- $48,000 grant was obtained by Dr. Pam Lane-Garon for 2012 which she is using to increase our service in the schools in the area of conflict mediation.

- Two mediator mentor workshops occurred each semester for about 40 hours total.
- Mediator Mentors continue to work in many schools in the area.
- New program called EDGE that will endow mediation training.

E. Develop a more visible vision of standards in excellence for early education that includes toddler and infant care.
   - This was not achieved, however, Dr. Susan Macy will be the Director of the Huggins Center where infants and toddlers are served.

F. Credential Program. Supervisors of our graduates a year after leaving Fresno State indicate the classes provide adequate instruction to address the needs of schools in the area of social studies only 60%-70% of the time. The Chancellor has requested we receive 85% satisfaction rating. 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. Toward that goal we will: 1) increase the number of weeks on social studies to 7 weeks, 2) seek to become members of the community of social studies educators by presenting at social studies education conferences, 3) use a book entitled 50 Social Studies methods that provide more concrete ways for students to teach social studies.

2. Continued goals from previous years.

A. Recruiting students for masters programs in the department
   - In the Master of Arts in Reading/Language Arts, one small cohort of students was initiated in the spring 2012; however, there is still a great need for more recruiting in the Reading Program. In the fall, 2012, the program will change coordinators from Imelda Basurto to Steve Hart. Dr. Hart has completed a long list of successful projects and we hope that he is successful in recruiting as well. Our number of applicants for the fall are currently very low, but we have a plan of recruitment to develop a cohort in the Fresno Unified School District and perhaps Reedley area for the spring.
   - Master of Arts in Reading has developed the first online enrollment series of websites with help from Continuing and Global Education and TILT. We were successful in our first year of the two year program with about 17 students. We currently have about new 23 students to take classes starting this summer and next fall.
   - Early Childhood recruiting this year resulted in about 13 new students projected to start the program this fall. As a result of hard work on recruiting, the Early Childhood Program has received an influx of master's candidates we expect will total 40 students which is up 5 from last year.
   - Special Education began it's revised program this past fall, but soon discovered that few students wanted to take the revised 4 semester long credential program when other programs at other universities were shorter. So the faculty spent the whole year revising the program again and will implement our new revised

and more competitive program of study this fall 2012. In this new program, students will be able to complete a credential, clear a credential, and complete a master's degree in 5 semesters.

- Next year for 2012-2013, we will focus on looking for community partners or forming a consortium that can help us recruit students.
- Next year for 2012-2013, we will search for university resources that provide recruitment and funding.
- Next year for 2012-2013, we will develop promotional materials that adequately describe programs to students.

B. Approval of the Linguistically and Culturally Diverse (LCD) Learners Master's Option.
- The Linguistically and Culturally Diverse (LCD) Learners Master's Option was approved by the department in May and plans to start accepting students in the fall 2013.

C. Improve mentoring of untenured faculty through monthly meetings of faculty and mentor.
- An ad hoc committee came up with Recommended Guidelines for Mentoring in our May 2012 meeting. They are as follows:
  i. The faculty mentor should meet with the probationary faculty at a specified time once a month to discuss how classes are going, what research is being written, and what is happening in service.
  ii. Meet with probationary faculty one month before the tenure file is due to discuss specific format and to show examples. Faculty mentors should make suggestions about what to place in the file.
  iii. Meet with probationary faculty a week before the file is to be submitted to revise the file.
  iv. Faculty mentors should familiarize probationary faculty of the nature of the classes in credential program (more practically oriented) and the master's programs (more new ideas connecting theory to practice).
  v. The faculty mentor should describe key elements of the project and theses including: the timeline, important dates, when students should expect a grade, and how to give guidance to students. It is recommended that projects and theses have a Blackboard website.

D. Increased scholarly writing
- We hope to continue a bi-monthly writing group and Writer's in Residence in June 2012 and 2013, however no proposed dates could be agreed upon. We are now in the process of forming new dates.
- Our department published 5 publications two years ago to 9 publications one year ago. This past year 11 articles were published in the department, however 4 of the articles were written by faculty who joined the department this year. As a result, there was actually lower productivity this past year by the existing faculty. However, the number of peer reviewed articles went up from 3 to 4

when considering existing faculty. Considering all the faculty our number of peer reviewed journal articles was a total of 7.

- During staff meetings tips for improving writing were shared and several faculty presented at the provost's forum on research.
- Five faculty applied in the fall for assigned time for research and writing for the spring of 2012. All 5 proposals were rejected by the Dandoy Committee on Professional Development which only approved one proposal in the fall 2011 (that one approved proposal came from one of the members of that same committee). The application and approval process for the Dandoy Committee was revised to allow more success in the future; however, only one candidate in the department applied and was awarded in the spring 2012 for assigned time research in the summer/fall 2012.

3. **New goals.**

   a.   *Recruitment and scholarship goals are included in the ongoing goals listed above.*

   b. *Integrate Common Core standards into existing syllabi along with examples and activities of their use.*

   c. *Investigate the development of certificate programs for undergraduate students (12 units).*

   d. *The faculty will develop undergraduate course proposals that would advance students knowledge of pedagogy in the areas of disabilities, in children's literature, and storytelling.*

Appendix B: Faculty Scholarship and Creative Accomplishments

PUBLICATIONS:

Department of Counselor Education and Rehabilitation

Garcia, Juan

 "Addiction, We Shall Overcome . . . " Video-Educational consultant and pamphlet
        author, Executive Producer Robert Martinez, Fresno CA, September 2011

Lam, Sarah

Lucey, C., & Lam, S. (2012) Predicting suicide risks among outpatient adolescents using
        Family Environment Scale: Implications for practice and research. *International
        Journal of Counselling,* 34, 107-117, DOI 10.1007/s10447-011-9140-6.

Lee, Song

Lee, S. & Valencia, A. (In Press). Counseling Asian and Pacific Islander Americans.
        Book chapter In Multicultural Issues in Counseling, New Approaches to Diversity
        (4th ed.), Courtland Lee (Editor). American Counseling Association.

Lee, S. E. (2012). Challenges and contributions of Hmong elders: A personal and
        professional perspective. In M. L. Buley-Meissner and V. Her (Ed.), Hmong and
        American: From Refugees to Citizens. St. Paul, MN: Minnesota Historical
        Society Press.

Xiong, S., & Lee, S. E. (2011). Hmong students in higher education and academic
        support programs. Hmong Studies Journal, 12, 1-20.

Lucey, Christopher

Staton, A. R., Evans, W., & Lucey, C. F., (2012). Understanding Social Class in the US.
        Sturm, D.C., & Gibson, D.M. (Eds.). *Social class and the helping professions: A
        clinician's guide to navigating the landscape of class in America*. New York:
        Routledge.

Lucey, C., & Lam, S. (2012) Predicting suicide risks among outpatient adolescents using
        Family Environment Scale: Implications for practice and research. *International
        Journal of Counselling,* 34, 107-117, DOI 10.1007/s10447-011-9140-6.

Morillo, Janell

Brogran, A., Culver-Dockins, N., Karsevar, K., McCarthy, M., Tatsumura, J.L., Whyte,
        J., Woods, R.S. (2011). The urban mission: Linking California State University,
        Fresno and the central California community. *Journal of Metropolitan
        Universities (Fall)*.

Pierce, L. Marinn

Pierce, L. M**.,** & Gibbons, M. M. (2012). An ever changing meaning: A constructivist approach to counseling and career related issues with African refugees. *Journal of Humanistic Counseling, 51,* 114-127.

Pitt, Jenelle

Boston, Q., Bynum, F., Vaughn, S., Pitt, J. S., Smith-Augustine, S., & Waldrum, S. G. (In Press). Chronic disability and women of color: Implications for rehabilitation professionals. *Rehabilitation Counselors and Educators Associations' Journal*.

Boston, Q., Vaughn, S., Pitt, J. S., Soldner, J., Turner-Whittaker, T., & Robertson, S. L. (2011). Promoting multicultural competencies in early career rehabilitation counselor supervisors. *Australian Journal of Rehabilitation Counseling, 17*(1), 36-45.

Valencia, Albert

Lee, S. & Valencia, A. (In Press). Counseling Asian and Pacific Islander Americans. (Book chapter) In Multicultural Issues in Counseling, New Approaches to Diversity (4th ed.), Courtland Lee (Editor). American Counseling Association.

Weir, Kyle

Weir, K.N. (2011). Playing for Keeps: Integrating Family and Play Therapy to Treat Reactive Attachment Disorder. In A.A. Drewes, S.C. Bratton, and C.E. Schaefer, *Integrative Play Therapy*. John Wiley & Sons, Inc. (July, 2011).

Weir, K.N., Lee, S., Canosa, P., Rodrigues, N., McWilliams, M., & Parker, L. (under review). Whole Family Theraplay®: Integrating Family Systems Theory and Theraplay® to Treat Adoptive Families (Submitted to *Adoption Quarterly* December, 2011*).*

Department of Curriculum and Instruction

Bohlin, Carol Fry

Bohlin, C. F. (Ed.). (2012). *COMET: California Online Mathematics Education Times*, *13* (1-8). Available at http://comet.cmpso.org/2012-archive

Bohlin, C. F. (Ed.). (2011). *COMET: California Online Mathematics Education Times*, *11* (11-22). Available at http://comet.cmpso.org/2011-archive

Chiero, Robin

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education***.**

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*.

Marshall, James

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education***.**

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*.

Nyberg, Lisa

McGough, J; and Nyberg, L (In Press). "Circle of Life! Making Connections Through Conversations," *Science and Children*: National Science Teachers Association.

Nyberg, L. (In Press). "Seeding Science in Elementary Schools, "*Science and Children*: National Science Teachers Association.

Ullrich, Walter

Goodman, G., Ullrich, W. J., & Nava, P. (2012). Action research for critical classroom and community change. In Cannella, A., & Steinberg, S. (Eds.). *Critical Qualitative Research Reader*. (pp. 390-407). Peter Lang.

Department of Educational Research and Administration

Oliver, Diane

Persky, K. R., & Oliver, D. E. (2011). Veterans coming home to the community college: Linking research to practice. *Community College Journal of Research and Practice*, 35(1), 111-120. doi:10.1080/10668926.2011.525184.

Tanner, David

Tanner, D.E. (2012). *Using Statistics to Make Educational Decisions*. Thousand Oaks, CA: Sage.

Tanner, D.E. (2011). *Statistics for Behavior Science Professionals*. San Diego, CA: Bridgepoint Education.

Millar, B, and Tanner D.E. (2011). Students' perceptions of their readiness for community college study. *International Journal of Educational Leadership Preparation, 6*(4), ISSN 2155-9635.

Tanner, D.E (2012) *Choice: Current Reviews for Colleges and Libraries, Volumes 27* (1990) -*49* (2012).

Tanner, D.E. (2012). [Review of the book Bilingualism and cognition: informing research, pedagogy, and policy]. *Choice, 49*

Tanner, D.E. (2011). [Review of the book The neighbor's kid: a cross-country journey in search of what education means to Americans.] *Choice, 48.*

Tracz, Susan

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*.

Benninga, J. S., Sparks, R. K., & Tracz, S. M. (2011). Enhancing teacher moral judgment in difficult political times: Swimming upstream. International Journal of Educational Research, 50(1), 177-183.

Wise, Donald

Curtis, C. & Wise, D. (2012). Mathematics teachers speak out – Why are we losing our new teachers? *National Teacher Education Journal, 5*(2), 75-81.

Marcos, T., Foland, R., Vouga, R., Wise, D., & Witmer, M. (2011). The Principal's Academy: A collaborative California university initiative on congruence of principal training to urban school leadership practice. *Journal of Urban Learning, Teaching, and Research*. 7, 85-95.

Gallegos, C. & Wise, D. (2011). Leadership for English learners: Challenges and questions. *Educational Leadership and Administration: Teaching and Program Development. 23,* 37-55.

Davis, S., Erickson, D.E., Kinsey, G.W., Lindsey, D., Moore-Steward, T., Padover, W., Thomas, C., Wildman, L., & Wise, D. (2011). Reforming the California public school administrator licensure system through the alignment of research, policy, and practice. *Educational Leadership and Administration, 22*, 66-82.

Department of Literacy, Early, Bilingual, and Special Education

Alamillo, Laura

Alamillo, L., Arenas, R. (2012) Chicano Children's Literature: Using Bilingual Children's Books to Promote Equity in the Classroom. *Multicultural Education.* San Francisco: Caddo Press.

Bathina, Jyothi

Bathina, J. (Ed.) (2012) Ninos de oro: Cutler-Orosi chronicles. Hyderabad: Literate Voices.

Bathina, J. (Ed.) (2011) Among the groves: Lindsay lives. Maine: Booklocker.

Bathina, J. & DeVoogd, G. L. (2011). Samanjasya staff development: Adaptive praxis through building on teacher context and knowledge. *International Education. ISSN: 01605429* Permalink*: http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70220644&site=ehost-live*

Beare, Paul

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*.

DeVoogd, Glenn

Bathina, J. & DeVoogd, G. L. (2011). Samanjasya staff development: Adaptive praxis through building on teacher context and knowledge. *International Education. ISSN: 01605429* Permalink: *http://search.ebscohost.com/login.aspx?direct=true&db=ehh&AN=70220644&site=ehost-live*

Huerta, Teresa

Huerta, T. M. (2011). A humanizing pedagogy: Enhancing the way we teach Latino children. *Bilingual Research Journal: The Journal of the National Association for Bilingual Education*.34 (1), 38-57.

Jamgochian, Elisa

Saez, L., Jamgochian, E. M., Tindal, G. (In Press). Accommodating Special Needs for Large-Scale Assessments. Manuscript (Book Chapter).

Lane-Garon, Pamela

Lane-Garon, P. Yergat, J. & Kralowec, C. (2012). Conflict Resolution Education and PBIS: A climate of safety for all learners. *Conflict Resolution Quarterly,* Jossey Bass, San Francisco.

Lane-Garon, P., (2011). Lowell Revitalization: One Student Conflict Manager at a Time. Metropolitan Universities Journal 21(3). Indianapolis, IN http://muj.uc.iupui.edu/index.htm

Torgerson, Colleen

Beare, P., Marshall, J., Torgerson, C., Tracz, S., & Chiero, R. (2012). Toward a culture of evidence: Factors affecting survey assessment of teacher preparation. *Teacher Education Quarterly*, *39*, 159-173.

Chiero, R., Tracz, Marshall, J., Torgerson, C., & Beare, P. (In Press). Learning to teach: Comparing the effectiveness of three pathways. *Action in Teacher Education*.

Beare, P., Torgerson, C., Marshall, J., Tracz, S., & Chiero, R. (In Press). Examination of Alternative Programs of Teacher Preparation on a Single Campus. *Teacher Education Quarterly*.

PRESENTATIONS:

Department of Counselor Education and Rehabilitation

Garcia, Juan

Transition to Manhood Through Nueroplasticity and Mindful Ritual Circuitry: The
        Jovenes Integral Youth (JIY) Program, Latino Behavioral Health Institute Sept
        16, 2011, Wilshire Hilton, Los Angeles, CA (Refereed)

"Mirror, Mirror on the Wall: Why don't I see myself in the FUSD Curriculum?"
        Sunnyside High School, April 30, 2012, speaker invitation, Poetry Recitation
        reception for Tim Hernandez, Author, Breathing in Dust

Lam, Sarah

Lam, S. (2011, July). *Counseling self-efficacy among trainees from a diverse cultural
        background: Research findings and implications for counselor educators.*
        Presented at the 2nd Asia Pacific Rim International Counseling Conference, Hong
        Kong (Refereed).

Lee, Song

Lee, S. (2012). *A review of 25 years of research on the mental health issues and
        treatment of Hmong Americans*. American Counseling Association Conference,
        San Francisco, CA.

Morillo, Janell

Morillo, J. (2012, May). *Intrusive advising: A pro-active intervention for 2nd and 3rd year
        Hispanic students. P*resented at the California State University, Fresno, Graduate
        Research Symposium, Fresno, CA.

Pierce, L. Marinn

Clarke, P. B., & Pierce, L. M. (April 2012) *Bibliotherapy: Using movies, TV shows, and
        music in counseling to facilitate client change.* Chi Sigma Iota International
        Webinar.

Bigbee, A., & Pierce, L. M. (October 2011). *Fact or fiction: Popular literature and
        women's search for self.* Association for Counselor Education and Supervision.
        Nashville, Tennessee.

Pitt, Jenelle

Wilson, K. B., Pitt, J. S., Gines, J. (2012, April). *Multicultural counseling competencies:
        Understanding cognitive, affective, and behavioral dimensions to change
        behavior*. Presentation at the 12th Annual National Rehabilitation Educators
        Conference at San Francisco, CA.

Pitt, J. S. (2012, March). *Building cultural competence at the pre-service level: Incorporating the service learning component*. Presentation at the Race, Ethnicity, and Disabilities: State of the Science Conference at Arlington, VA.

Pitt, J. S. (2012, March). *African American males & prostate cancer: What's the 411?* Presentation at the Race, Ethnicity, and Disabilities: State of the Science Conference at Arlington, VA.

Oliver, D., Nusbaum, E., & Pitt, J. S. (2011, September). *Applying an ethical decision-making model across the curriculum in higher education administration, special education, and rehabilitation counseling pedagogy*. Presentation at the Emerging Scholars Conference at Chapman University, Orange, CA.

Wilson, K., Gines, J., & Pitt, J. S. (2011, July). *Falling short: Why understanding multicultural counseling competencies alone is not enough!* Presentation at the 18th Annual National Association of Multicultural Rehabilitation Concerns (NAMRC) Conference, Atlanta, GA.

Rankin, Carol

Rankin, C.S. (2012, April). *What is motivational interviewing?* Presented at the Alcohol and Other Drugs Educational Conference, Fresno, CA.

Valencia, Albert

Valencia, A. (2011, June). "Si Se Puede" "Yes! We can". Presented at the Latino Commencement Ceremony, Fresno City College, Fresno, CA.

Weir, Kyle

Weir, K.N. (March 25, 2012). "Counseling Adoptive Families: Post-Adoption Treatment Services." Presented to the National Conference of the American Counseling Association (ACA) in San Francisco, CA. (Peer Reviewed)

Weir, K.N. (Apr. 23, 2012). "Conflict Resolution Across the Life-Cycle." Presented to the California Association of Superior Court Investigators (CASCI) at Tenaya Lodge (Fish Camp/Yosemite National Park), CA. (Plenary/Invited Keynote).

Weir, K.N. (Apr. 24, 2012). "Dealing with Domestic Violence in religious Families." Presented to the California Association of Superior Court Investigators (CASCI) at Tenaya Lodge (Fish Camp/Yosemite National Park), CA.

Weir, K.N. (March through May, 2012) "Positive Guidance at Home and in School: Building Secure Attachments with Young Children," Presented to the Parent Training Group at Madera County Office of Education Preschool Program. (Five Presentations to Parents and One to Staff). Chowchilla, CA and Coarsegold, CA.

Weir, K.N. (Mar. 9, 2012) "Playing for Keeps: Helping Foster Families and Adoptive Families Learn to Play in Ways that Strengthen Attachment and Build Better Bonds," Presented to the Tulare County Foster Parent Training Group. Visalia, CA

Weir, K.N. (Apr. 20, 2012). "The Essentials of Theraplay." Presented to the Staff of Marjaree Mason Center Domestic Violence Shelter. Fresno, CA.

Department of Curriculum and Instruction

Behrend, Jeanie

Behrend, J. (2011, October). *Why CGI?* San Joaquin Valley Mathematics Project Cognitively Guided Instruction Conference, Fresno, California

Behrend, J. (2011, June). *Struggling students: Scaffolding through questioning.* Cognitively Guided Instruction Sixth Biennial National Conference, Little Rock, Arkansas.

Behrend, J., & Bolton, L. (2011, June). *CGI and state tests? Three third grade comparative studies.* Cognitively Guided Instruction Sixth Biennial National Conference, Little Rock, Arkansas.

Benavides, Otto

Benavides, O. (2011, August) *Using mobile technologies for education.* Workshop for Colombian educators, Bogota, Colombia

Benavides, O. (2011, August) *Using mobile technologies for business.* Workshop for Colombian businessmen, Bogota, Colombia

Benavides, O. (2011, August) *Using mobile technologies for security.* Workshop for Colombian security professionals, Bogota, Colombia

Benavides, O. (2011, August) *Using mobile technologies for communications.* Workshop for Colombian communications and journalism professionals, Bogota, Colombia

Benavides, O. (2011, September) *What has technology given us? Technology development in the last 50 years.* Media Days workshop, Aveiro, Portugal

Benavides, O. (2011, September) *Opening Keynote.* International Council for Educational Media and the International Symposium on Computer in Education conference, Aveiro, Portugal

Benavides, O. (2011, October) *Mobile technologies in education.* Renaissance Group conference, Arlington, VA

Benavides, O. (2011, November) *AECT Keynote.* Association for Educational Communications and Technology, Jacksonville, FL

Benavides, O, (2012, January) *What to use and how to conduct a webinar – Educational application of the iPad.* Singapore Civil Service College. Singapore, Singapore

Benavides, O, (2012, April) *Integration of technology in the curriculum.* World Wide Education. Wels, Austria

Benavides, O. (2012, April) *Using mobile technologies for education.* Workshop for Singaporean educators, Singapore, Singapore

Benninga, Jacques

Benninga, J. (October 2011). "*Enhancing American Identity and Citizenship in Schools*". Conference on Ethics, Religion, and Civil Discourse. CSU Fresno, Fresno, CA

Biacindo, Katherine

Biacindo, K. J. (2012, May). *Pond habitat life, from macro to micro.* Sierra Unified Middle School science education day, Auberry, CA.

Biacindo, K. J. (2012, May). *Animal and plant adaptations in a vernal pool.* Sierra Unified Elementary School science education program day, Auberry, CA.

Biacindo, K. J. (2012, April). *Pond habitat life and adaptations in a vernal pool in River Gorge park.* Sierra Unified family fun science education program day, Auberry, CA.

Biacindo, K. J. (2012, April). *Character Development and Psychosocial Growth—How to Plug in to the N-Gener's.* Paper presented at the 28th Annual Character Education Conference, Fresno, CA.

Biacindo, K. J. (2012, March). *Race and Culture Predicate Cognitive Styles, But Do School Practices Acknowledge and Respond to These Cognitive Style Differences?* Paper presented at the California Commission on Teacher Education Conference. San Jose, CA.

Biacindo, K. J. (2012, January). *Ridgewalking and dig report for Paradise Ridge grant potential.* Report presented at the Cave Research Foundation Annual Meeting, Fresno, CA.

Bohlin, Carol Fry

Cady, J., Barlow, A., Bohlin, C.F., Cooper, S., Hanebrink, T., Smith, S., &Townsend, B. 2012, February). *Connecting and Empowering AMTE Affiliates*. Association of Mathematics Teacher Educators Annual Conference, Fort Worth, TX.

Bohlin, C.F., & Hsu, E. (2011, December). *Building powerful foundational-level mathematics programs.* California Mathematics Council's Northern Section Conference, Pacific Grove, CA.

Chiero, Robin

Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (Feb, 2012). *Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Beare, P., Marshall, J., Torgerson, C. & Chiero, R. (October, 2011) *Comparing the Effectiveness of Three Pathways to Teacher Preparation.* The Renaissance Group Conference. Washington, DC.

Firpo, Rich

Firpo, R. M., (March 2012). *Noted Alumni Awards Dinner* attended by 320 community members and KSOEHD faculty and staff.

Firpo, R. M., (May 2012*). Teacher Recognition and Brick presentation for 36 teacher honorees.*

Lomeli, Jose

Lomeli, J. & Pham,K. (2012). *Co-Teaching.* 6 Training workshops, Central Valley Cooperating Teachers and Teacher Candidates. California State University, Fresno, KSOEHD, Fresno, California.

Lomeli, J. & Perez, A. (2012). *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. (2011). *Enhancing Self-Confidence and Internal Motivation.* 13th Annual Realizing Potentials Academic/Leadership Institute. Fish Camp, California. (Invited Conference/Workshops).

Lomeli, J. & Perez, A. (2011). *Group Dynamics/Teambuilding.* Annual KSOEHD Doctoral Program Initial Meeting. Fish Camp, California (Invited Workshop).

Lomeli, J. & Perez, A. (2011). *Group Dynamics/Teambuilding.* Annual KSOEHD/CVELI Community College Administrators Program, Scout Island, Fresno, California   (Invited Workshop).

Lomeli, J. & Pham,K. (2011). *Co-Teaching.* Initial Training, Central Valley Cooperating Teachers and Teacher Candidates. California State University, Fresno, KSOEHD, Fresno, California

Marshall, James

Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (Feb, 2012). *Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Beare, P., Marshall, J., Torgerson, C. & Chiero, R. (October, 2011) *Comparing the Effectiveness of Three Pathways to Teacher Preparation*. The Renaissance Group Conference. Washington, DC.

Nyberg, Lisa

Nyberg, L. (May, 2012) *Technology Rocks: iPad Apps in Action*. National Science Teachers Association: K-8 STEM Forum and Expo: Atlantic City, NJ.

Nyberg, L. (May, 2012) *Technology Rocks: iPad Apps in Action*. National Science Teachers Association: K-8 STEM Forum and Expo: Atlantic City: NJ. (invitation to repeat session in national expo)

Nyberg, L. (May, 2012) *Sounds Like Inquiry: Building Sound Toys to Teach Science, Technology, and Engineering.* National Science Teachers Association: K-8 STEM Forum and Expo: Atlantic City, NJ.

Nyberg, L. (May, 2012) *Let's Rock and Roll*. National Science Teachers Association: K-8 STEM Forum and Expo: Atlantic City, NJ.

Nyberg, L. (Apr, 2012) *How to Tech So Kids Can Learn*. Central Valley Computer-Using   Technology Conference: O'Neal's, California. (invited regional keynote presentation)

Nyberg, L. (Nov, 2011) *Growing a Garden of Learners*. California State University, Fresno, and Fresno   County Office of Education Transitional Kindergarten Conference: Fresno, CA.

Nyberg, L. *Technology Rocks*. Master Teacher Conference, Fresno, CA.

Pham, Kien

Pham, K. (2012) "Using SDAIE Strategies to Teach Mathematics to English Learner Students." National Council Teachers of Mathematics Annual National Conference. Philadelphia, PA.

Pham, K. (2012) Mathematics Seminar. CalState TEACH. Sacramento, CA.

Pham, K and Lomeli, J. (2012) *Co-Teaching Strategies and Communication Skills*. California State University, Fresno. Fresno, CA. (repeated 9 times with different audiences)

Pham, K. (2011) *Mathematics Seminar. CalState TEACH*. California State University, Fresno. Fresno,CA. (repeated twice with different audiences)

Department of Educational Research and Administration

Boris, Virginia

Boris, V. (2011, October). *Integrating Writing Into Lesson Design, Day One*. Presented at Sanger Leadership Team Meetings, Sanger, California.

Boris, V. (2012, January). *Integrating Writing Into Lesson Design, Day Two*. Presented at Sanger Leadership Team Meetings, Sanger, California.

Boris, V. (2012, March). *Integrating Writing Into Lesson Design, Day Three*. Presented at Sanger Leadership Team Meetings, Sanger, California.

Boris, V. (2012, May). *High Utility Vocabulary, Day One.* Presented at Firebaugh Teacher Leader Meetings, Firebaugh, California.

Boris, V. (2012, May). *High Utility Vocabulary, Day Two*. Presented at Firebaugh Teacher Leader Meetings, Firebaugh, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2011, October) *Middle Leaders Workshop Series, Session One*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, September). *Middle Leaders Workshop Series, Session One*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, November). *Middle Leaders Workshop Series, Session Two*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, February). *Middle Leaders Workshop Series, Session Three*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, May). *Middle Leaders Workshop Series, SessionFouor*. Presented at California State University, Fresno, Fresno, California.

Buster, Walt

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2011, October) *Middle Leaders Workshop Series, Session One*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, September). *Middle Leaders Workshop Series, Session One*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, November). *Middle Leaders Workshop Series, Session Two*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, February). *Middle Leaders Workshop Series, Session Three*. Presented at California State University, Fresno, Fresno, California.

Boris, V., Brown-Welty, S., Buster, W., Hauser, L. (2001, May). *Middle Leaders Workshop Series, SessionFouor*. Presented at California State University, Fresno, Fresno, California.

Gonzalez, Juan Carlos

González, J. C., & Xiong, S. (2012, Apr). *Central California Hmong males: Youth recounting educational challenges.* Fresno, CA: Central Valley Regional Center. Sponsored by the Central California Children's Institute and the Lucile Packard Foundation for Children's Health.

Turner, C. S. V., & González, J. C. (2012, Apr). *Faculty women of color post Gratz & Grutter: The critical nexus of race and gender*. Vancouver, Canada: Annual Conference of the American Educational Research Association.

González, J. C., & Immekus, J. (2012, Apr). *Central California Latino males: Youth and leaders recounting communities and schools challenges.* Vancouver, Canada: Annual Conference of the American Educational Research Association.

González, J. C., & Immekus, J. (2012, Mar). *Investigando Chicana/o communities in Central California: Challenges (brown and white) when "researchers" enter the "community."* Chicago, Il: The 39th Annual Conference of the National Association of Chicana and Chicano Studies.

Portillos, E., & González, J. C. (2012, Mar). *Southwest Chicano youth: Similarities in strategies to navigate public and private systems of oppression.* Chicago, Il: The 39th Annual Conference of the National Association of Chicana and Chicano Studies.

Portillos, E., Peguero, A. A., & González, J. C. (2011, Nov). *Controlling Latina/o youth: School securitization and the (mis)education of Latinas/os.* Washington, D.C.: The Annual Conference of the American Society of Criminology. Presented by E. Portillos and A. Peguero.

Turner, C. S. V., Wood, J. L., & González, J. C. (2011, Nov). *Conducting a meta-synthesis: A workshop on innovative approaches to literature reviews*. Charlotte, NC: 36th Annual Conference of the Association for the Study of Higher Education. Presented by C. Turner and J. Luke.

González, J. C., Wise, D., Oliver, D., Pham, K., & Lam, S. (2011, Nov). *Internationalizing educational research: Presenting and working abroad in Latin America and Asia*. Fresno, CA: International Week Presentation.

González, J. C., & Immekus, J. (2011, Nov). *Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools*. Fresno, CA: 1st Annual DPELFS Faculty Research Symposium.

González, J. C. (2011, Nov). *The educational history of Mexicans in the southwest?: A critical understanding through visual ethnographic analysis.* Fresno, CA: Provost Research Award Group.

González, J. C., Immekus, J., & Joubert, C. (2011, Oct 14). *Understanding Fresno County male youth: A look at socioeconomics, health, safety, and education.* Fresno, CA: Fresno County Interagency Council for Children and Families.

González, J. C., & Immekus, J. (2011, Oct 12). *Experiences of Central California Latino males: Leaders and youth recollecting despair and success in barrios and schools*. The Coalition of Urban Serving Universities: Webinar 2: Characterizing Neighborhood Change with Data: Select Projects.

González, J. C., Huerta, T., & Jimenez Hernandez, P. (2011, Jul 1). *The importance of home language in minority schools in North America: A look at pedagogy, school practices, and solutions.* Oaxaca, Mexico: The 4th International Symposium on Bilingualism and Bilingual Education in Latin America.

Hauser, Linda

Hauser, L. & Montanez, C. (2012, April 14). *An Exploration of Flow Experiences in Secondary Education for Optimal Learning: Facilitators and Inhibitors*. 2012 AERA Annual Meeting, *Non Satis Scire*: To Know Is Not Enough. Vancouver, British Columbia, Canada.

Hauser, L. (2012, February 24). *Systems thinking in leading and motivating high performing teams.* State Center Community College Leadership Development Program.

Hauser, L. (2011, November 4). *Systems thinking in leading and motivating high performing teams.* CSU Regional Leadership Development Program. Monterey, CA.

Hauser, L. (2011, November 4). *Effective meeting management to achieve results.* CSU Regional Leadership Development Program. Monterey, CA.

Hauser, L. (2011, November 4). *Effective meeting management to achieve results.* CVELI Middle Leaders Development Program.

Hauser, L. & Quinto, J. (2011, October 1). *Higher education: A right or privilege? Investigation into the effectiveness of entitlement legislation in California – SB 1644*. California Association of Professors of Educational Administration Fall 2011 State Conference: Leading for Equity and Excellence in Leadership Preparation. San Diego, CA.

Hauser, L. (2011, October 5). *Calibration and alignment for a quality k-12 articulated writing system.* Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 7-8 Teachers and Administrators).

Hauser, L. (2011, September 13). *Calibration and alignment for a quality k-12 articulated writing system.* Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 5-6 Teachers and Administrators).

Hauser, L. (2011, September 1). *Calibration and alignment for a quality k-12 articulated writing system.* Riverdale, CA: Central Valley Educational Leadership Institute/Riverdale Unified School District Yearlong Collaborative (Grade 3-4 Teachers and Administrators).

Immekus, Jason

González, J. C., & Immekus, J. (2012, April). *Experiences of Central California Latino Males: Leaders and Youth Recollecting Despair and Success in Barrios and Schools*. Paper presented the annual American Educational Research Association conference, Vancouver, BC.

Immekus, J. C. (2012, March). *Implementation fidelity of school-wide positive behavior supports: An investigation of the CA Central Valley regional data*. Presentation to the CalSTAT Regional Institute, Fresno, CA.

González, J. C., & Immekus, J. (2012, March). *Investigación in Latina/o communities in Central California: Brown and White challenges when "researchers" enter the "community.* Paper to be presented at the 39th Annual Conference of the National Association of Chicana and Chicano Studies, Chicago, IL.

Immekus, J. C. (2011, November). *The Use of Factorial Invariance Research to Understand Children's Development of Literacy Skills*. Paper presented at the annual Literacy Research Association conference, Jacksonville, FL.

Hart, S., Immekus, J. C., & Soria, M. (2011, November). *Reading motivation among struggling readers*. Paper presented at the annual Literacy Research Association conference, Jacksonville, Fl.

González, J. C., & Immekus, J., & Joubert, C. (2011, October). *Boys & Men of Color Policy Form.* Presentation to the Fresno County Interagency Council for Children & Families, Fresno CA.

Magdaleno, Ken

Magdaleno, K. (2012, May). *Mastery, Not Mystery: Addressing issues of race, culture, and equity in education.* Ontario, CA: Workshop presenter, Total School Solutions.

Magdaleno, K. (2012, April). *Creating an asset-rich learning culture.* North Lake Tahoe, Nevada: Workshop presenter, California League of Schools Conference,

Magdaleno, K. (2012, March). *Cultures have capital, eliminating the achievement and discipline gaps: How recognizing and using cultural capital/value benefits educators.* Fresno, CA: Workshop presenter, Positive Behavioral Intervention Support (PBIS) Conference.

Magdaleno, K. (2012, March). *Learning as a civil right: A social justice perspective.* Fresno, CA: Keynote address, Total School Solutions.

Magdaleno, K. (2012, February). *A civil rights timeline, the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, and the ADEA (Age Discrimination in Employment Act - 1967).* Fresno, CA: Webinar, Lozano Smith, Attorneys-at-Law.

Magdaleno, K. (2012, January). *On the other side of the door.* Ontario, CA: Keynote address, Closing the Achievement Gap for Latino Students Conference, Total School Solutions.

Magdaleno, K. (2012, January). *Cultures have capital.* Ontario, CA: Closing the Achievement Gap for Latino Students Conference, Total School Solutions.

Magdaleno, K. (2011, October). *Taking the road less traveled.* Fresno, CA: Keynote address, California State University Fresno, Mentoring Institute

Magdaleno, K. (2011, October). *The road to success.* Clovis, CA: Keynote address, Latino Student Success Conference, Clovis High School.

Magdaleno, K. (2011, June) *Taking the courageous conversation to the next level: Pedagogies and practices for successfully reaching African-American students – models of excellence.* Palo Alto, CA: Invited Panel Member, Center for Educational Research at Stanford (CERAS), Stanford University.

Oliver, Diane

Oliver, D. E., & Hioco, B. (Apr, 2011). *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. (Oct, 2011). *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

Marcellin, J., & Tracz, S. M. (Apr, 2012). Teacher and school practices as predictors of reading proficiency and language acquisition for English learners.   Paper

presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Soria, M. & Tracz, S. M. (Apr, 2012). The impact of collaboration in after-school programs on achievement and attendancet. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Yergat, J., & Tracz, S. M. (Apr, 2012). The augmented efficacy of PBS (Positive Behavior Supports) implementation. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Harmon, T., Magdaleno, K., & Tracz, S. M. (Apr, 2012). Analyzing college remediation using regression discontinuity. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.

Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (Feb, 2012). *Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Wise, Donald

Wise, D. (2012). An Analysis of Leadership Coaching in the US. Presentation at the annual conference of the American Educational Research Association, Vancouver, Canada, April 16.

Wise, D. (2012). Coaching para la excelencia: Una herramienta clave para llegar aléxito universitario *(Coaching for excellence: A key to arriving at university excellence).* Keynote presentation to over 350 professors and students of the Universidad del Valle de Guatemala, Guatemala City, Guatemala, January 30, 2012. Video found at http://youtu.be/aKIYiFjTHa0

Elder, D., Leon, R., & Wise, D. (2011). *Various Perspectives of Coaching: From Teacher to Superintendent.* Paper presented at the annual conference of the National Association of Professors of Education Administration (NCPEA), August 3, Portland, OR.

Wise, D. (2011, July). *Coaching para el Liderazgo. (Leadership Coaching).* One-week master's degree course taught in Merida, Mexico.

Wise, D. (2011, June). *Introducción al Liderazgo Educativo (Introduction to Educational Leadership).* Three-day workshop for authorities from the Guatemalan Ministry of Education. Guatemala City, Guatemala.

Wise, D. (2011, June). *Las Competencias Académicas y Las Comunidades de Aprendizaje (Standards and Professional Learning Communities).* Two day course for professors and administrators of the Universidad del Valle de Guatemala, Guatemala City, Guatemala.

Department of Literacy, Early, Bilingual, and Special Education

Bathina, Jyothi

Bathina, J. (May 22, 2012). The Power of Personal Narrative to Transform Lives. Region VII Literacy Conference, Fresno, CA.

Bathina, J. (2012, April). Teaching Content and Building Character: Reaching Struggling Students. Character and Civic Education Conference. Fresno, CA.

Bathina, J. (January 21, 2012.) Reaching and Teaching At Risk Students. Georgia State University. Atlanta, GA. April 16, 2012.

Bathina, J. (January, 2012). What do I have to say? Using House on Mango Street to help at risk writers become published authors. Sandra Cisneros Symposium Fresno, CA

Bathina, J. (October 14, 2011). Building Critical Literacy among Secondary Students. Seminar Presentation. Teacher Intern Program. Fresno State, Fresno, CA.

Bathina, J. (July 2011). Learning Life Maps as a tool to build Literacy. McGill University, Montreal, Canada.

Beare, Paul

Beare, P. (February 18, 2012). Systemwide Assessment of Teacher Preparation Programs and Graduates' Ability to Effect K-12 Student Achievement. American Association of Colleges for Teacher Education Annual Conference. Chicago, IL.

Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (Feb, 2012). *Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL.

Beare, P. (April 13, 2012). Ethical Practices in Behavior Management, Character and Civic Education Conference. Fresno, CA

Beare, P., Marshall, J., Torgerson, C. & Chiero, R. (October, 2011) *Comparing the Effectiveness of Three Pathways to Teacher Preparation*. The Renaissance Group Conference. Washington, DC.

DeVoogd, Glenn

McLaughlin, M. & DeVoogd, G. (2012, April). How can research in language arts change your

instruction: Discussing key ideas present in the Handbook of Research on Teaching the English Language Arts, Vol.3. Featured Research Session Roundtable (with other chapter authors from the book) at the International Reading Association annual

conference, Chicago, IL.

DeVoogd, G. & Ewing, T. (2012, April). Authenticity in reading class: Research on how images

in the anthology are altered and the effects altered images have on comprehension and the aesthetics of a story. Session presentation at the International Reading Association annual conference, Chicago, IL.

DeVoogd, G. L. & Periera, S. (2012, April). Bibliotherapy: Helping children's social and emotional development with children's literature. 28th Annual Character & Civic Education Conference. Fresno, CA.

DeVoogd, G. L. & Periera, S. (2012, March). Bibliotherapy. 9th Annual Chavez Education Conference. Fresno, CA.

DeVoogd, G. L. (2011). Using Technology in the classroom: Wiki's, Blogs and Discussion Boards. Professional Development Institute of the California Reading Association, Vacaville, CA.

DeVoogd, G. & McLaughlin, M (2011, July). Developing critical comprehension of texts and illustrations. Workshop at the 17th European (Annual) Conference on Reading. Mons, Belgium.

DeVoogd, G. L. & Mongelli, K. (2011, October) Research and practice for early literacy for transitional kindergarten teachers. Fresno County Transitional Kindergarten Instructional Continuing Education Training. KSOEHD Fresno, CA

Hart, Steven

Immekus, J., & Hart, S. (2011, November). *Measuring literacy motivation of Latino English Learners using the MRQ.* Presented at Fresno State Doctoral Program Colloquium, Fresno, CA.

Hart, S., & Immekus, J. (2011, December). *Measuring literacy motivation of Latino English Learners using the MRQ.* Presented at Annual Literacy Research Association Conference, Jacksonville, FL.

Huerta, Teresa

Huerta, T. M. and Aguilar, R. (November 17, 2011). *Cuentos Familiares/Family Stories: A family literacy project*. La Cosecha 2011. Albuquerque, N. M.

Huerta, T. M. (October 29, 2011). *What I should know about working with culturally & linguistically diverse students.* Master Teacher Professional Development Conference, California State University, Fresno.

Huerta, T. M. (October 1, 2011). Keynote Speaker. *Understanding & Embracing Diversity*. CATESOL Saroyan Chapter Fall 2011 Conference. Fresno Pacific University.

Huerta, T. M. (July 1, 2011) Humanizing Pedagogy: Beliefs and Practices on the Teaching of U.S. Latina/o Children. 4th International Symposium over Bilingualism and Bilingual Education of Latin America. Oaxaca, Mexico.

Jamgochian, Elisa

Torgerson, C. & Jamgochian, E. M. (October, 2011). Presentation for Master Teacher Conference, California State University, Fresno.

Lane-Garon, Pamela

Lane-Garon, P. and DeVoogd, K. (April 20, 2012) *School Climate Dynamics; Being Different, Being Included*. California League of Schools, Tahoe, CA

Lane-Garon, P., Wilson, C., DeVoogd, K. (March, 2012). Day of Justice. *Preparing for Justice*. Fresno, CA.

Lane-Garon, P., Jones, T., Wilson, C., and DeVoogd, K. (October, 2011). *Actions Speak Louder*. Association for Conflict Resolution, San Diego.

Lane-Garon, P., DeVoogd, K., Wilson, C., (October,2011) *Listening When It's Most Difficult* Association for Conflict Resolution. Youth Day, San Diego.

Lane-Garon, P., DeVoogd, K. Cassinerio, C., Hassenbek, E. & Nolasco, M. (2010-2012).CRETE Curriculum National Grant Presenter (eight, 40 hour institutes)

Shelton, Marilyn

Shelton, M., Hopkins, S., Lamm, C. (March 16, 2012). Collaboration: "ME, ME, ME" or "US, US, US." California Association for the Education of Young Children, Workshop. San Diego, CA.

Shen, Hong

Shen, H. (2011, October), Applied Behavior Analysis in Counseling Students with Autism. Presentation at CSU Fresno, Fresno, CA (Invited), Fresno, CA   (Invited)

Torgerson, Colleen

Beare, P., Marshall, J., Torgerson, C., Chiero, R., & Tracz, S. M. (Feb, 2012). *Assessing program effectiveness: Comparing traditional and alternative teacher preparation pathways using surveys, TPAs, and K-12 student achievement.* Paper presented at the annual meeting of the American Association of Colleges of Teacher Education, Chicago, IL

Torgerson, C. (April, 2012) *Managing Difficult Behaviors: Antecedent*. Character and Education Conference. Fresno, CA.

Beare, P., Marshall, J., Torgerson, C. & Chiero, R. (October, 2011) *Comparing the Effectiveness of Three Pathways to Teacher Preparation*. The Renaissance Group Conference. Washington, DC.

Torgerson, C. (November, 2011) As Hope is not a Strategy: Making Differentiation a Necessity. Kremen School of Education and Human Development Single/Multiple Subject Master Teacher Conference. Fresno, CA.

Awards and Honors Received

Department of Counselor Education and Rehabilitation

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Valencia, Albert		
	Nominated for President, Division 48, American Psychological Association (APA)	April, 2012

Department of Curriculum and Instruction

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Nyberg, Lisa		
Lisa Nyberg	The Association for Science Teacher Education: Elected to the Board of Directors	June 2011
Pham, Kien		
Google Faculty Fellow	Google Company	06/03/11

Department of Educational Research and Administration

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
Gonzalez, Juan Carlos		

Award Nomination	Nominated for *Promising New Faculty Award* (CSU, Fresno)	Spring, 2012
Research Award	Dandoyd Research Award for (CSU, Fresno)	Spring, 2012
Research Award	Research, Scholarship, and Creative Activity Award (CSU, Fresno)	Summer, 2011
Hauser, Linda		
Outstanding Faculty Publication	Fresno State – Fifteenth Annual	03/02/2012
2011 CCE Volunteer Recognition Award - California Awards for Performance Excellence – CAPE BEAR Award	California Council for Excellence	05/02/2012
Immekus, Jason		
Dandoy Professional Development Award	Kremen School of Education & Human Development	5/15/12
Provost Research Award	CSU Fresno	5/15/12
Magdaleno, Ken		
Higher Education Teacher-of-the-Year	Association of Mexican American Educators (AMAE)	05/11/12
Oliver, Diane		
Outstanding Faculty Publication	Henry Madden Library	03/04/11
Tracz, Susan		
Provost's University Graduate Teaching and Mentoring Award	CSUF	May 2011
SoLT (Scholarship of Learning and Teacher) Scholar	CSUF	2010-2012
Wise, Donald		
Professor of Education of the Year	ACSA Region XI	04/2/12

Department of Literacy, Early, Bilingual, and Special Education

Name of Award	Organization Giving Award	Date Received *mm/dd/yy*
DeVoogd, Glenn		
Bud and Jan Richter Award for Excellence in Education.	Kremen School of Education and Human Development	*May 2012*
Huerta, Teresa		
Outstanding Faculty Publications	CSU, Fresno Honor Publication	3/2/12
Provost Research Award Recipients	Kremen School of Education & Human Development	11/3/11
Lane-Garon, Pamela		
Recognition for Faculty Service	Richter Center and American Humanics; Reception Honoring Students & Faculty for University Service	May 2012
Elected ACR Education Section Chair	National Association for Conflict Resolution	Sept. 2011

Research/Grants/Contracts Funded

Department of Counselor Education and Rehabilitation

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2011)	Amount Funded 2010-2011
Garcia, Juan					
Holistic Cultural And Education Wellness Center	Ghia Xiong, PsyD (Fresno Center for New Americans, 501c3)	Fresno Co. - MHSA	675,000 (x 3 years)	2012-2015	0

Cross Cultural Advanced Solutions	Cheryl Chancellor-Freeland, PhD, Integral Community Solutions Institute	San Joaquin Valley Workforce Funders Collaborative	27,000	2011-2012	0
Lam, Sarah					
Critical Thinking Learning Community		TILT	200.00	2011-2012	200.00
Lee, Song					
Wells Fargo Grant	Dr. Hank Delcore and Maika Yang	Wells Fargo	5,000	2011	5000
The California Endowment Grant	Dr. Hank Delcore and Maika Yang	The California Endowment	$1,500	2011	1500
Kathleen Founder's Fund	Dr. Hank Delcore and Maika Yang	Kathleen Founder's Fund-	$3, 720	2011	3720
Fresno Unified School District Grant	Dr. Hank Delcore and Maika Yang	Fresno Unified School District	$4,900	2011	4900
Rankin, Carol					
Rehabilitation. Counseling Training Grant	Charles Arokiasamy	Dept of Ed	750,000	2009-2014	150,000
Rehabilitation. Counseling Training Grant	Charles Arokiasamy	Dept of Ed	750,000	2008-2013	150,000
Vocational Evaluation Training Grant	Charles Arokiasamy	Dept of Ed	500,000	2008-2013	100,000

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 2012-2013		U.S. Dept. of Education (NCLB 9)	$37,800	2012-2013	
California Online Mathematics Education Times 2011-2012		U.S. Dept. of Education (NCLB 8 and NCLB 8A)	$38,556	2011-2012	$38,556
CMP-STIR (Co-PI)	Susie Hakansson (Director)	State of California	($5,243,182 awarded in 2006 to UCLA)	2006-2012	
CSU-Fresno Mathematics and Science Teacher Initiative 2012 Augmentation		CSU Chancellor's Office	$7,300	2012	$7,300
CSU-Fresno Mathematics and Science Teacher Initiative		CSU Chancellor's Office	$126,000	2011-2012	$126,000
CSU-Fresno Mathematics and Science Teacher Initiative 2011 Augmentation		CSU Chancellor's Office	$25,000	2011	$25,000
Fresno State Teaching Fellows Program (FRESTEF)	David Andrews, Lance Burger, Rick Zechman	National Science Foundation	$1,500,000	2009-2015	
San Joaquin Valley Mathematics Project-- 2012 Augmentation	Karen Arth, Agnes Tuska, Rajee	ITQ SAHE funds (now administered by CDE) via	$43,000	2012	

Amarasinghe	UCOP and UCLA			
San Joaquin Valley Mathematics Project--NCLB (Federal) Monies	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 9)	$24,021	2012-2013	
San Joaquin Valley Mathematics Project 2011-2012 – Federal Monies)	Karen Arth, Agnes Tuska, Rajee Amarasinghe	U.S. Dept. of Education (NCLB 8 and NCLB 8A)	$42,479	2011-2012	$42,479
San Joaquin Valley Mathematics Project--State Monies (2012-2013)	Karen Arth, Agnes Tuska, Rajee Amarasinghe	State of California	$34,000	2012-2013	
San Joaquin Valley Mathematics Project--State Monies (2011-2012)	Karen Arth, Agnes Tuska, Rajee Amarasinghe	State of California	$24,021	2011-2012	$24,021
SJVMP Supporting Teachers to Increase Retention (STIR)	Lisa Portela, Agnes Tuska, Rajee Amarasinghe	California Postsecondary Education Commission via UCLA	($396,030 awarded in 2006)	2006-2012	

Firpo, Richard

Alternative Certification Project	Rich Firpo/Larry Powell	Calif. State Dept. of Education	$274, 255	2008-2013	$274,255

Pham, Kien

Making Teachers "Appy"	Eric Eslinger, Lance Burger	Google Company	$20,000	2011-2012	$20,000

Quisenberry, Janine

Janine Quisenberry		Arts in Education Bonner Family Foundation		2011-2012	$3,000

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

Boris, Virginia					
Rural Schools Network: Instructional Rounds	Masumoto, Marcy	Cowell Foundation	$25,000	2011-2012	$25,000
Gonzalez, Juan Carlos					
Research, Scholarship, and Creative Activity Award for Summer 2011 (Fresno, CA)		Provost and Research Awards Review Committee	5,000	Summer 2011	
Immekus, Jason					
Positive Behavioral Interventions & Supports		Fresno County Office of Education	3-unit course release	2011-2016 (potential)	3-unit course release
Tracz, Susan					
Central Valley Partnership: A follow-up study	NA	CSUF, Provost Research Award	$5,000	2011-12	$5,000

Department of Literacy, Early, Bilingual, and Special Education

Title	Co-Authors (if any)	Funding Source	Amount of Award	Period of Grant (i.e. 2010-2011)	Amount Funded 2010-2011
Beare, Paul					
Irvine Grant Linked Learning in Teacher Prep	Colleen Torgerson	Irvine Assoc	$36,000	2012-2013	$18,000
California Reading and Literacy	Cheryl Caldera				
DeVoogd, Glenn					
Critical Perspectives on High School History Instruction		Provost's Award for Research	$5,000	Summer 2012	0
Hart, Steven					
Give Students a Compass Networking Partnership Grant	James Preston (West Hills College-Lemoore)	California State University, Chancellor's Office Sacramento, CA	$8,000	2012-2013	$4,000

Lane-Garon, Pamela					
Supporting Healthy Youth Development and School Safety Mediator Mentors work in Revitalization of School Communities in Central, Southwest and Southeast Fresno		The California Endowment	$50,000	2010-2012	$48,000
Mediator Mentors Student Stipend Support		The Bonner Family Foundation	$5,000	2011-2012	$5,000
Torgerson, Colleen					
Irvine Grant Linked Learning in Teacher Prep		Irvine Assoc	$36,000	2012-2013	$18,000

Volunteer Service Activities

Department of Counselor Education and Rehabilitation

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Garcia, Juan				
Integral Community Solutions Institute (Affiliated with FFCC)	Founding Member	144 hrs	2 Faculty	3students
Lee, Song				
Chi Sigma Phi	Advisor	2hr/yr	2	20+
Dandoy Committee	Member	10+	5+	0
Hmong Culture Preservation Group	Board member	15hr/yr	3	0
Hmong Culture and Literacy Summer Program, Stone Soup Fresno	Grant writer, assessment, supervisor	30 +	2	2+
KSOEHD Faculty Assembly	President	20	50+	0
Hmong Student Association	Advisor	5+/yr	3	20+
Scholarship Committee	Member, Rep for Faculty	5/yr	5+	0

	Assembly			
Southeast Asian Teachers Association	Advisor	5+/yr	2	10+
Stone Soup Fresno	Consultant	Ongoing, as needed basis, 5-20 hrs per year		
Women's Resource Center, CSUF	Advisory board member	4hr/yr	Around 10	1
Lucey, Christopher				
Council for the Accreditation of Counseling Related Educational Programs	Liaison, Accreditation	300	2	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	60	0	0
Boy Scouts of America	Volunteer	100	0	15
Morillo, Janell				
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
Pitt, Jenelle				

City of Fresno Disability Advisory Commission	Vice-Chair	40	8	0
Rankin, Carol				
Resources for Independence-Central Valley	Board; VP	40/yr		
Spirit of Woman	Board; Member	20/yr		
Sham Choy, Claire				
Encourage Tomorrow	Member			
Valencia, Albert				
American Psychological Association	Member	40 hr/yr		
St. Mary Armenian Church	Consultant	80 hr/yr		
Nu Alpha Kappa Fraternity, Fresno State	Adviser	20 hr/yr		
Weir, Kyle				
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

Department of Curriculum and Instruction

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Behrend, Jean				
Fresno County Transitional Kindergarten	Workshop leader	8 hours for planning/presenting	About 60 teachers	
Benavides, Otto				
California Learning Resource Center - CLRN	Board Member	10		
Central Valley Computing Using Educators	President	100+		

Computer Using Educators Advocacy Committee	Committee Member	15		
Buchanan High School SART	Board Member	40		
Clovis Celebration Fellowship	Media Consultant	60		
International Student Media Festival	Chair	100+		
International Council for Educational Media	President	100+		
University High School	Video Production Independent Study	80		
Biacindo, Kathryn				
Cave Research Foundation	Expedition member/leader/grant writer	200 hrs	20 from various universities	
Western Cave Conservancy	Restoration and biosurvey	175 hrs	From various universities	
National Park Service	Cave trustee and biosurvey	150 hrs		
BLM	Biosurvey and presentations	80 hrs		
Natural Investigations	Monitoring and biosurvey	50 hrs	CSU, Sacramento faculty member	
Save the Foothills	Board member, Online meeting rep	40 hrs		
Bohlin, Carol Fry				
Association of Mathematics Teacher Educators (AMTE)	Affiliate Connections Committee (2010-2013)	20		
Association of Public and Land-grant Universities (APLU)	APLU's Science and Mathematics Teacher Imperative (SMTI).	1		

California Association of Mathematics Teacher Educators (CAMTE)	(a) Web site designer and writer: http://camte.org ; (b) Member, Advisory Board; (c) Membership Committee (d) Chair, Communications and Website Committee; (e) Member, Advocacy Committee; (f) Member, Conference Program Committee; (g) Member, Grants Committee; (h) Historian	280		
MATHCOUNTS Regional Competition	Campus liaison for the February 2012 regional competition;	6		
New Spirit Charter Academy, Fresno, CA	Advisor to the Founder and Board of New Spirit Charter Academy, Fresno	40		
University High School (UHS)	Served as an active member of the Phoenix Alliance Board; elected Secretary for 2012-2013.	150		
Bohlin, Roy				
University High School (UHS)	Served as Technology Infusion Consultant	31		

New Spirit Charter Academy, Fresno, CA	Served as Technology Infusion Consultant	5		
Daughtry, Jody				
Bonner Center for Character Education	Board Member	10		
Firpo, Richard				
Brick 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
Lomeli, Jose				
Roosevelt High School Performing Arts Boosters	Participated	16		140
Kern County Office of Education, Parent Training	Advised parents about U.S. Education System	8		65
Univision Television Network Holiday Food drives	Participated	9		220
Mata, Susana				
Chevron Corporation	Managing Partners	10	1	
Fresno Area Stanford Alumni Association	Board Member	10	1	
Yak Tityu Tityu Tribal Council	Director & Board Member	80	1	
Moosoolian, Jane				
Kappa Kappa Gamma	Faculty Advisor	10.		50 - 60
Bonner Center Advisory Board	Member	10		

Conference on Character and Civic Education	Co-Coordinator	50		
Nyberg, Lisa				
National Science Teachers Association	Board of Directors	125 +		
The Association for Science Teacher Education	Board of Directors	75 +		
Schlievert, Susan				
Bonner Center for Character Education	Board Member	10		
Conference on Character and Civic Education	Co-Coordinator	50		
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	Past President	30		
Kremen Alumni Scholarship Committee	Member	10		
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		
Quisenberry, Janine				

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- 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		

Department of Educational Research and Administration

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Boris, Virginia				
Bud Rank Elementary School Clovis Unified School District	Classroom Tutor	30 hours	1 Teacher	24 students
Buchanan Area Leadership Clovis Unified School District	Leadership Training	12 hours	12 Administrators	
West Hills Community College	West Hills Project Advisor	44 hours	10 Administrators 21 Teachers	
Gonzalez, Juan Carlos				

Kremen School and International Education Committee	Chair and Organizer of Professional Travel Group to Costa Rica	45		
Journal of Diversity in Higher Education	Reviewer	15		
President's Commission on Human Rights and Equity (CSUF)	Committee Member	45		
Guest Lecture for doctoral students at CSU, Sacramento (CSUS)	Conducted NVIVO 9 Training	2		
International Education Committee, KSOEHD (CSUF)	Co-Chair	15		
For McNair Scholar Student Dawn-Marie Luna	Mentor	4		
Graduate Education to the New McNair Scholars	Panelist	2		
25th Annual CSU Student Research Competition	Judge	4		
Study Abroad Students for the Division of Continuing and Global Education	Proposal Reviewer	15		
Northern California Pre-Tenure Faculty Forum (University of the Pacific, Stockton, CA)	Attendee	6		
2012 Dual Language Conference	Attendee	4		
National Coalition Building Institute 3-Day Leadership Training	Attendee	20		
Place Matters National Conference (Washington, D.C.)	Attendee	20		
Hauser, Linda				
California Awards for Performance Excellence (CAPE) Examiner (Summer/Fall 2011)	Examiner	150+	300+ employees	

Exemplary Practices Conference	Session Facilitator and Clean-up	3	350 + attendees	
NCATE Accreditation	Category Lead	50+	30+	
Immekus, Jason				
Educational Renaissance Journal	Editorial Board Member	20+	-	-
Center for Leadership, Equity, and Research	Advisory Board	40+	-	-
J.E. Fehsenfeld Family Foundation	Board Member	50+	About 6	-
American Educational Research Association	Proposal Reviewer	20	-	-
Kremen School of Education Strategic Planning Committee	Committee Member	25+	-	-
Dandoy Committee (KSOEHD)	Committee Member	25+	-	-
Teacher Performance Assessment User's Advisory Group, Commission on Teacher Credentialing	Fresno State Representative	25+	-	-
Magdaleno, Ken				
Center for Leadership, Equity, and Research (CLEAR)	Executive Director	500		
Tracz, Susan				
Multiple Linear Regression/General Linear Model, Special Interest Group of the American Educational Research Association	Program Chair	150/1 yr		

Measurement and Evaluation in Counseling and Development	Editorial Board Member	40/1 yr		
Multiple Linear Regression Viewpoints	Editorial Board Member	20/1 yr		
Unruh, Ronald				
Liberty Elementary School	Classroom Assistant	100		
Reading & Beyond	Consultant	10		
Wise, Donald				
California Association of Professors of Education Administration (CAPEA)	State Past-President	100+	140	10
Holy Family Church	Secretary of the Vestry	50	175 persons	0
Hanford Elementary School District	Member, Alternative Governance Board	20	40 approx. at two school sites	Over 600 students in the two schools
Student Charter of ACSA	Faculty Advisor	30	5	9
Bonner Center for Character Education	Advisory Board Member	20	8	5

Department of Literacy, Early, Bilingual, and Special Education

Agency/Organization Served	Your Role	#Hours	#Faculty/Staff	#Students
Basurto, Imelda				
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
Beare, Paul				
University High School	Board Chair	100	19	480
Pivot Learning Partners	Board Member	60		50 School Districts
Sierra Foothills Conservancy	Board Member	100		
The Renaissance Group	Board Member	100	31 Universities	
CSU Education Deans Executive Committee	Past President	60	45 Deans	
DeVoogd, Glenn				
Habitat for Humanity	Coordinator	30	1	0
Coordinated the Chavez Conference March 24 and 25, 2012. 299 attended with keynotes Dr. Maureen McLaughlin (Vice President of the International Reading Association) and Dr. Jeff Duncan-Andrade. Thirteen workshops including Restorative Justice, Thematic Instruction in a Bilingual Classroom, Service Learning, and Practices that Connect with Urban Youth. http://chavezconference.org	Coordinator	150	40	301
Board Member for the California Reading Association and served as Regional Director 2010 to 2011.	Board Member	50	1	
Fresno State Book Club	Coordinator	50	1	0
California Professors of Reading and Language Arts in the California Reading Association.	President	20	5	0
Hart, Steven				

CART High School	Service-Learning Support	10	3	120
CREEC Environmental Project	Service-Learning Support	2		
Kepler Charter School	Board Member	50		
Literacy Research Association	Conference Proposal Reviewer	20		
National Education Association	Grant Program Proposal Reviewer	30		
Reading & Beyond	Evaluation Support	10		
Huerta, Teresa				
The Children's Network Service (CSN)	Board Member	20	8	2
President's Commission on Human Relations & Equity	Committee Member	25	15	
2012 Dual Language Conference	Coordinator	30	12	6
Fresno Regional Dual Language Consortium	Coordinator	25	25	3
Lane-Garon, Pamela				
Volunteered to assist Teaching Fellows on 4 weekends	Facilitator/ Instructor	2	3	40+
Gamma Zeta Alpha Fraternity Inc. Volunteered to facilitate activities for Youth Peace Conference of Fresno	Workshop Facilitator	2	3	70+
Shelton, Marilyn				

Faculty sponsor/mentor for visiting scholar from S. Korea, Dr. Hui Young Chun	Sponsor			
Shen, Hong				
Workability Project	Consultant	168		
Counseling Service to university students with disabilities.				

Other Activities and Accomplishments

Department of Counselor Education and Rehabilitation

Garcia, Juan

- University Committee
- School Committee - Personnel Committee, KSOEHD, 2011-2012
- 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 Training
- Merced County Department of Mental Health
- Consultation and Supervision
- Spirit of Women of California, Fresno, CA
- Program Development and Clinical Supervision
- Centro la Familia Advocacy, Fresno, CA
- Training in Community Mental Health

Lam, Sarah

- *University*
  Elected as Academic Senator effective April 2012

  Continued to serve on Grading committee

- *Department and program*
  Fall 2011-Spring 2012:

  Coordinator: Pupil Personnel Services Program

  Member: Syllabi Review Committee; Comprehensive Examination Committee, Ad-Hoc Accreditation & New Program Committee

- *KSOEHD Leadership Team, special assistant to Dean.*
- *KSOEHD Faculty Assembly Secretary – participated in committee planning meetings for the Faculty Assembly; prepared minutes for the meetings.*
- *Dean's Coordinating Council Member – participated in meetings to discuss policies and procedures.*
- *Graduate Committee Member – participated in meetings to discuss policies and procedures.*
- *NCATE Conference Member – involved in preparation for NCATE review.*
- *Dandoy Committee Member – reviewed research proposals for professional development funding.*
- *Convocation Committee Member – attended regular meetings held from Fall 2011 to Spring 2012 to plan every detail pertaining to the Convocation held in May.*
- *Fall 2011 – Reception of Chinese presidential delegates from Chinese Universities,* Communication Facilitator – provided Chinese language interpretation to facilitate communication and also present the possibilities of partnership with the Counselor Education program.

Lee, Song

- Research mentor for 1 project and 2 thesis.
- Coordinator for Comprehensive Exam
- Served as Faculty Assembly Representative for other committees such as the Executive and Coordinator Committees in the KSOEHD.

Lucey, Christopher

- University Research Committee
- Central California Children's Institute Advisory Board
- University Program Assessment Coordinator (SOAP)
- KSOEHD Budget Committee
- **Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP) Re-Accreditation Self-Study Response: Co-**Authored Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP) Re-Accreditation Response to Self-Study for the MS in Counseling Option in Marriage and Family Therapy
- Member: KSOEHD Budget Committee
- Member: KSOEHD Technology Committee
- Member: KSOEHD Strategic Planning Committee
- Chair: CER Department Faculty Search committee

Morillo, Janell

- Completed 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.

Pierce, L. Marinn

- Completed CACREP Self-Study Addendum including developing assessment measures for all student learning outcomes
- Member (December 2011 – present). Research Committee. Department of Counselor Education and Rehabilitation. California State University, Fresno.
- Member (October 2011 – present). Faculty Research Funding Committee. Kremen School of Education. California State University, Fresno.
- Diversity Chair (September 2011 – present). Untenured Faculty Organization. California State University, Fresno.
- Member (August 2011 – present). Development Committee. Kremen School of Education. California State University, Fresno.
- Member (August 2011 – present). Educational Equity Committee. Kremen School of Education. California State University, Fresno.
- California State Ambassador. (September 2011 – present). New Faculty Interest Network. Association for Counselor Education and Supervision.
- Member. (March 2011 – present). Membership Committee. Association of Spiritual, Ethical, and Religious Values in Counseling.
- Member. (February 2011-present). Editorial Review Board. Tennessee Counseling Association Journal.
- Web Editor. (February 2011-present). Looking for a Resource? Chi Sigma Iota International's Counselor Bookshelf.
- Conferences attended: Association for Counselor Education and Supervision (Nashville, Tennessee) and American Counseling Association (San Francisco, California)

Pitt, Jenelle

- University
- Commission on Human Relations and Equity, Member (California State University, Fresno, Appointed September 2009)
- Researchers and Critical Educators, Interim President (California State University, Fresno, 2011-2012)
- Untenured Faculty Organization, Elections, Chair (California State University, Fresno, 2011-2012)
- KSOEHD
- International Committee, Representative (California State University, Fresno, 2011-2012)
- Research Committee, Representative (California State University, Fresno, 2011-2012)
- Women's Campus Connection, Steering Committee Member (California State University, Fresno, 2011-2012)
- CER
- Budget Committee, Representative (California State University, Fresno, 2011-2012)

- Rehabilitation Counseling Program
- Revising the master's degree comprehensive examination (lead)
- Participation on Student Outcomes Assessment Plan (SOAP) subgroups (e.g., counseling, research, ethics, writing, multicultural, and case management)

Rankin, Carol

- Coordinator of Rehabilitation Counseling Program
- SOAP Coordinator for Rehabilitation Counseling Program
- Alcohol Safety Council: CSU-F: member
- KSOEHD: Technology Committee member
- Co-PI on Extramural Associates Development Award (EARDA) to develop a grant proposal to submit to NIDA focused on research education program for clinical researchers and clinicians (R25). Submission date: 5/25/12
- Ethics Training Workshops for Dept of Rehabilitation
  6/15/11   Los Angeles

  6/17/11   San Diego

  6/22/11   Fresno

Sham Choy, Claire

- Professional Development Subcommittee – Member.

Valencia, Albert

- Chair, Department of Counselor Education and Rehabilitation
- Research Adviser - 298 Research Projects (n = 26) 2011-2012
- Sponsor- 14 Graduate Students presenting at Graduate Research Symposium, May 2012
- Member, Department Personnel Committee
- Member, KSOEHD Coordinating Council
- Member, KSOEHD Budget Committee
- Member, KSOEHD Executive Committee
- Presenter, New Student Orientations
- Presenter, Information Sessions
- Faculty Mentor

Weir, Kyle

- Coordinator – Counselor Education
- Interim Director – FFCC Summer 2011, Summer 2012
- Director, Whole Family Theraplay Project
- Chair, KSOEHD Scholarship Committee

- Chair, CSER Personnel Committee
- Member, CSER Dept. Research Committee
- Member, University Nominating and Elections Committee

Department of Curriculum and Instruction

Behrend, Jean

- Multiple Subject Review Committee, secretary

Benavides, Otto

- Member of the Cal State Online Governing Board
- Chair of the Academic Information Technology Committee – AIT
- Senator Academic Senate California State University
- Member of the Sate Wide Academic Technology Advisory Committee – ATAC
- Member of the Information Security Committee –CSU Chancellor's Office
- Senator Fresno State Academic Senate
- Member of the Standards for Information Technology Committee – Fresno State
- Member of the Information and Educational Technology Coordinating Committee
- Member of the Kremen School International Committee
- Member of the Kremen School Budget Committee
- Consultant to World Wide Education - Wels, Austria
- President of the International Council for Educational Media – ICEM – Vienna, Austria
- Attended the Executive Committee meeting - Munich Germany May 24 – 28, 2011
- Attended the European Distance Education Network Conference – Dublin, Ireland June 18 – 23, 2011
- Attended Apple Distinguished Educators Annual Institute – Walter Cronkite School of Communications, Arizona State University, Phoenix, Arizona
- Attended Adobe Education Leaders Annual Institute – San Jose, California
- Lead "Colombia Tech Summit" – Bogota, Colombia August 22-26, 2011
- Presided the International Council for Educational Media Annual Conference – Aveiro, Portugal September 26 – October 1, 2011
- Attended Renaissance Group Conference – Arlington, VA, October 3-5, 2011
- Chaired International Student Media Festival – Jacksonville, FL, November 9-12, 2011
- Attended AECT Conference - Jacksonville, FL, November 9-11, 2011
- Attended Online Education Berlin Conference – Berlin, Germany, November 29 – December 3, 2012
- Conducted an online webinar for the Singapore Civil Service College Faculty
- Conducted various technology professional development workshops for Education and other faculty during the 2011-12 year.
- Served EEO in four faculty searches at Kremen School
- Peer reviewed 2 articles for the ETRD Journal

- Wrote curriculum and develop the Social Media course for the Instructional Technology Master's Program for Austrian World Wide Education (Writing in progress)
- Coordinated a week-long professional development series for Austrian educators at World Wide Education – Wels, Austria, April 1-6, 2012
- Attended the International Council for Educational Media Executive Committee Meeting – May 1-4, 2012

Benninga, Jacques

- Director, Bonner Center for Character Education
- Coordinator, Virtues and Character Recognition Award Program
- Reviewer, John Templeton Foundation, Journal of Teacher Education
- Co-Editor, Journal of Research in Character Education
- Coordinator/Co-Writer, The Moral Is, KVPR weekly radio series

Biacindo, Kathryn

- Worked as grant participant in "Meet Your Neighbors", cave bio-photography project headed by David Hunter. Hours involved =96.
- Expedition leader, San Joaquin Valley grotto; scheduled to lead 12-15 trips in 2012
- Archeological dig leader, Paradise Ridge, under permit from SEKI participant. Hours spent to date = 90.

Chiero, Robin

- Chapter Counselor, Kappa Delta Pi International Honor Society in Education. Gamma Psi Chapter.
- Member, Madera Compact.

Bohlin, Carol Fry

- Appointed and served as Special Assistant to the Provost for STEM Initiatives during Spring Semester 2012.

Bohlin, Roy M.

- Appointed and served as member of KSOEHD Strategic Planning Committee during 2011 - 2012.
- Chaired the Search Committee for Science Education Position within Curriculum & Instruction Department.

Daughtry, Jody

- Served on Board of Reviewers for the Commission on Teacher Credentialing and conducted one institutional review.
- Served on Undergraduate Program Review Committee, a subcommittee of A.P. and P.

- Chaired the Basic Credential Curriculum Committee, a school level committee.
- Chaired the Personnel Committee of the Department of Curriculum and Instruction.

Firpo, Richard

- Chair------Teacher Internship Advisory Committee
- Member –FCOE BTSA Advisory Board
- Member -Sanger Unified BTSA Advisory Committee
- Member-Calif. League of Schools (Cls) State Board
- Member-CLS Region 7 Panel

Lomeli, Jose

- Active participant in Multiple Subject Committee program meetings
- Implemented Co-Teaching Training for approximately 450 participants during Fall 2011 and Spring 2012 Semesters.
- Involved in TPA scoring every semester
- Coordinating Standard 5 Faculty Professional Development for upcoming NCATE Accreditation

Mata, Susana

- Presented to Native American children participating in our Native American Program in the Kremen School of Education and Human Development.
- Performed a blessing of the space used by the Native American Program in the Kremen School of Education and Human Development.
- Participated in scoring of our Teaching Performance Assessment for Fall 2011 and Spring 2012.
- Attended all workshops for faculty in KSOEHD.

Moosoolian, Jane

- Multiple Subject Review Committee – representative for field experiences
- Co-teaching Committee – representing Sanger Partnership, training
- Sanger Partnership Coordinator
- Bonner Center Advisory Committee

Nyberg, Lisa

- Executive Committee
- Coordinating Council
- Basic Credential Committee
- Multiple Subject Program Review Committee
- Partnership Committee
- Faculty Assembly
- Department Meetings

- Technology Committee
- Presidents Commission on Teacher Education
- Co-Teaching Professional Development Committee
- Recruitment Committee and Promotions
- Technology Workshops (iPad, ibooks Author, etc.)
- Partnership Article Submitted for Review

Parks, Joe

- University Personnel Committee (UBRTP) 2011 - Present
- University Budget Committee 2004 - Present

Pham, Kien

- Research Committee
- International Committee

Schlievert, Susan

- Coordinated guest artist's visits at Glacier Point Middle School, including Saturday community event

Ullrich, Walter

- Equity Committee
- Personnel Committee, CI

Department of Educational Research and Administration

Boris, Virginia

- Central Valley Educational Leadership Institute, Co-Dorector
- Rural Schools Network, Program Advisor and District Coach
- Riverdale Unified School District, Secondary Writing Project for Instructional Leaders, Project Lead and Presenter
- Exemplary Practices Conference, Conference Planning Committee Member
- Fresno Regional Bilingual/Dual Language Consortium, Committee Member
- California Reading and Literacy Project Advisory Committee, Committee Member

Buster, Walt

- Selected as Board Member for the California Endowment

Hauser, Linda

- Curriculum Development: EDL 206 Conceptual Curriculum Perspectives for Educational Leadership (CSUF/CSUB doctoral cohort - newly designed blended core course)
- Executive Instructional Leadership Program for Rural Central Valley School Districts (CVELI): Content/Process Developer and Facilitator for Cohorts 1, 2 and 3. Instructional Rounds facilitator, which as added as a component to the Rural Network for the 2011-2012 year.
- Middle Leaders Project - - CVELI, Clovis Unified, Central Unified, Fresno Unified, Sanger Unified Collaborative: Cohort Facilitator and Collaborative Session Presenter
- Recruitment for Educational Leadership and Development Program: 10 active cohorts

Immekus, Jason

- Faculty Fellow, CA Central Valley Children's Institute
- Faculty mentor to following students: Ruben Castaneda; Chuck Krewolec; Ana Maravilla; and, Anthong Yang
- Dissertation Chair: Amber Jacobo
- Master's Project Advisor: Julie Schrey, Kristin Shamlin, & Roque Serpa
- Invited Journal Reviewer:
  - Learning & Individual Differences
  - Multivariate Behavioral Research
  - Quality of Life Research

Magdaleno, Ken

- Presidents Commission on Teacher Education (PCTE), member
- Kremen School of Education Budget Committee
- Kremen School of Education Equity Committee
- Kremen School of Education Scholarship Committee
- Fresno State Latino Faculty-Staff Association, member
- Fresno Mentoring Coalition, member

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 Committee, Chair
- KSOEHD Personnel Committee, Committee Member
- KSOEHD Dandoy Research Committee, Chair
- JDPEL Executive Committee, Committee Member
- JDPEL Graduate Group, Committee Member
- JDPEL Research Committee, Chair
- ERA Department, Educational Administration Search Committee, Committee Member
- Earth and Environmental Sciences Department, Geology Search Committee, Equal Opportunity Member
- Psychology Department, Social Psychology Search Committee, Equal Opportunity Member
- NSF Grant Evaluator, Geosciences METRO (Mentoring, Education, Teaching, Research & Outreach) Center Grant

Wise, Donald

- Special consultant to the Ministry of Education of Guatemala. Assisted with redesign of the national ministry of education. Part of overall national education reform strategy.
- Named adjunct professor, Universidad Autonoma de Yucatán, Mexico. Teach one course per year.
- Member of ISSP (International Student Services Program) Advisory Committee, CSUF
- Member of International Committee, KSOEHD

Department of Literacy, Early, Bilingual, and Special Education

Alamillo, Laura

- Submitted the Multilingual/Multicultural Education Master program option proposal with the EL/Bilingual committee.
- Nominated to run for the Elementary subcommittee, National Council Teachers of English.

Basurto, Imelda

- Arne Nixon Storytelling Festival, April 21, 2012

DeVoogd, Glenn

- Coordinated a discussion on a Common Understanding of RTP Procedures

Hart, Steven

- Fresno High Teacher-Based Reform Grant through California Postsecondary Education Commission: *Thinking Locally: Inquiry-Driven Curriculum in an Urban Environment*- Served as lead evaluator for project
- Attended Civic Education Institute through American Association of State Colleges & Schools in Washington, DC
- Served on Graduate Curriculum Committee
- Served on Service-Learning Subcommittee of Academic Senate
- Served on Multiple Subject Program Review Committee
- Served on Kremen Technology Committee
- Served on Doctoral Program in Educational Leadership at Fresno State Graduate Group
- Conducted Peer Evaluations for 4 colleagues
- Attended Ipad Workshop training
- Assisted in the scoring of the FAST for Fresno State student teachers

Huerta, Teresa

- Central Valley Educational Leadership Institute Introduce speakers 3 hrs.
- KSOEHD International Committee. Board Member. 20 hrs.   8 members
- International Education Week 2011, Continuing and Global Ed. Organized, 3 hrs. 10 faculty

Jamgochian, Elisa

- Multiple Subject Review Committee Member
- Search Committee Member – English Learners and Special Education
- NCATE Accreditation – Special Education Credential Program
- Chair – Master's Project
- Special Education Orientations
- Scored Teacher Performance Assessments
- Teacher Intern Program Advisory Board

Lane-Garon, Pamela

- National Conference Planning; Association for Conflict Resolution
- *Central California Chapter of Association for Conflict Resolution Strategic Planning*

Powell, Dana

- My time this year was spent working with Dr. Nusbaum and Dr. Jamgochian to complete the SPED Program Document sent to CCTC.
- Submitted a grant to USDE Institute of Education Sciences under Development and Innovation Projects: The Effects of Conflict Resolution Education for Professional

Development Training on Special Education Teacher Competence and Student Achievement (Not funded)
- KSOEHD School Personnel Committee
- KSOEHD Basic Credential Committee

Shelton, Marilyn

- Planned and attended: Transitional Kindergarten Training workshops in conjunction with the County Department of Education. The first series was Sep 9,10, 30, Oct 1,21, and 22, 2011. The second series was March 23, 24, April 13,14, 27 and 28, 2012.
- Partners in these workshops were: D. Paul Fansler Institute for Leadership in Early Childhood Education (CSUF), First 5 Fresno County, David and Lucille Packard Foundation, California State University, Fresno & Fresno County Office of Education.
- All of the sessions were held here in the Education building, and the sessions speakers included KSOEHD faculty, other faculty from across campus, public school teachers, and personnel from The County Office of Education.
- Each series of workshops had teachers from several local school districts.

Shen, Hong

- External Reviewer: Quarterly (Journal of United Nations of Educational, Scientific, and Technology).

Torgerson, Colleen

- State Panel Member – Teacher Advisory Panel for CCTC – (2012 – 2013) Serve for a year and charged with reviewing and making recommendations for changes in the MS and SS credential structure, format... to CCTC.
- GRIT – Graduation Initiative Committee for Fresno State – Meets weekly with the Provost. Fresno State's targeted initiatives have been shared at conferences and touted at the Chancellor's Office.
- Students in doctoral programs. I am currently the sponsor/mentor for two students in doctoral programs in special education who have received Chancellor's Doctoral Incentive Support; Columbia Teacher's College and University of Texas, Austin.